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ABSTRACT

Results from the fall 1987 administration of the Cognitive Skills Assessment Battery (CSAB) to 3,203 kindergarten and 4,415 first-grade students within the Charleston County (South Carolina) School District are presented. The CSAB is an individually administered readiness test that comprises a hybrid of aptitude tests, diagnostic tests, and achievement tests. The CSAB measures readiness for first grade prior to movement to that level, assesses 12 of 18 statewide kindergarten objectives as part of the Basic Skills Assessment Program, provides detailed instructional information about each student's performance on each objective tested, and measures some previous learning. The CSAB requires 20-30 minutes for administration to each child. It is not a paper-and-pencil test; rather, it is composed of orally-administered items to which the child usually responds by pointing to pictures, manipulating objects, and answering questions orally. This report presents: (1) district-wide results for both grade levels; (2) comparisons of district results with state results for first graders; (3) breakdowns of the district's first-grade results by demographic characteristics of the students (including gender, ethnicity, handicapped status, repeater status, income, and kindergarten experience); (4) historical results for district first graders for 1985, 1986, and 1987; and (5) percentages of district first grade and kindergarten students scoring ready, borderline, and not ready on each CSAB objective for 1985, 1986, and 1987. District CSAB data demonstrate an increase in readiness levels among entering first graders; although, readiness scores between 1985 and 1987 have remained relatively constant for the district and state. The greatest relative increases from kindergarten to grade 1 appeared for ordering and fine motor skills; however, objectives analysis for these two grades show a leveling effect. (TJH)

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Charleston County School District
OFFICE OF EVALUATION AND RESEARCH

THE ANNUAL REPORT OF
THE COGNITIVE SKILLS ASSESSMENT BATTERY
ADMINISTERED TO
FIRST GRADE AND KINDERGARTEN PUPILS

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FALL 1987

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Report No. 87-28

December 11, 1987

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THE ANNUAL REPORT OF THE
COGNITIVE SKILLS ASSESSMENT BATTERY
ADMINISTERED TO FIRST GRADE AND KINDERGARTEN PUPILS
FALL 1987

by

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December 11, 1987

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EXECUTIVE SUMMARY

The Annual Report of the Cognitive Skills Assessment Battery, Administered to First Grade and Kindergarten Pupils, Fall, 1987, presents results from the administration of the CSAB to first grade students, as part of the statewide testing program, and to kindergarten students, as part of the district's testing program. Analyses presented in this report include the following:

- Presentations of districtwide results for both grade levels, including percentages of first grade students meeting readiness standards.
- Comparisons of district results with state results for first grade.
- Breakdowns of the district's first grade test results by demographic characteristics of the students: gender; ethnicity; handicapped status; repeater status; income; kindergarten experience.
- Historical results for district first graders for 1985, 1986 and 1987.
- Historical results for first graders in each school for 1985, 1986 and 1987.
- Percentages of CCSD first grade and kindergarten students scoring ready, borderline, or not ready on each CSAB objective for 1985, 1986 and 1987.

Background

The CSAB is administered in the fall of each school year to first grade and kindergarten students. Since 1979, first grade students have been tested statewide to determine first grade "readiness" as mandated by state law. Kindergarten pupils are tested, in accordance with district policy, to diagnose instructional needs of individual students.

The CSAB is an individually administered test which assesses 12 of 18 statewide kindergarten objectives identified in 1978 as part of the Basic Skills Assessment Program. A readiness standard of 88 was set for first grade to indicate readiness to begin the formal first grade curriculum. Standards were also set for each objective tested to facilitate use of the test for diagnostic purposes. Although readiness standards apply to first grade students only, in this report they are also applied to kindergarten in order to facilitate analyses of growth from kindergarten to first grade.

Districtwide Results

In 1987, 74% of the Charleston County first graders scored ready. The percentage scoring ready in CCSD was one percentage point below the SC figure of 75%. Since 1985, percentages of students meeting readiness standards have remained relatively constant. Charleston County figures for the two previous years, 1985 and 1986, were 74% and 73%, respectively. Comparable figures for the state were 74%, 75%, and 75% for the three years. Very little change has occurred within the past three years for Charleston County, as well as for South Carolina, although there were substantial increases in the percentages of students ready during the first three years of program implementation, 1979 to 1981.

Performance by Demographic Subgroups (First Grade Only)

In 1987, greater percentage of CCSD females scored ready than males. A greater percentage of white students scored ready than black students. A greater percentage of first grade repeaters scored ready than non-repeaters. A greater percentage of middle-high income students (not served by free or reduced lunch programs) scored ready than low-income students (served by these programs). A greater percentage of students who had attended private or state kindergarten scored ready than those who had not. The same general patterns were apparent for 1985 and 1986. Statewide data portray similar results over the three-year period.

Despite slightly lower overall scores in 1987, CCSD white and black pupils, repeating first graders, and pupils on free lunch demonstrated higher levels of readiness than SC first graders.

PURPOSE OF REPORT

The Annual Report of the Cognitive Skills Assessment Battery, Administered to First Grade and Kindergarten Pupils, Fall, 1987, presents results from the administration of the CSAB to first grade and kindergarten students in the Charleston County public schools. All first grade students are tested statewide to determine "readiness" as mandated by state law. Kindergarten pupils are tested, in accordance with district policy, for diagnosis of individual instructional needs.

This report responds to three primary questions:

1. How are Charleston County first grade public school pupils performing with respect to state "readiness" standards?
2. How do the levels of readiness of Charleston County first grade public school pupils compare to the levels of readiness of other first grade pupils in South Carolina?
3. How does the percentage of first grade children scoring ready in Fall, 1987 compare to previous years?

Test data are presented for all first grade students districtwide as well as for students within demographic subgroups. Demographic variables include gender, ethnicity, handicapped status, repeater status, income level (defined by lunch program participation), and kindergarten experience.

This report also presents an analysis of first grade and kindergarten students' responses to groups of items comprising the statewide kindergarten objectives. Areas of relative strength and weakness can be identified by comparing the percentages of pupils in a school responding correctly to an objective with the percentages of Charleston County pupils responding correctly.

There are three appendices to this report. Appendix A reports percentages of students at individual schools meeting first grade readiness standards for the years 1985-1987. Appendix B contains score frequency distributions for first graders and kindergarten pupils. Appendix C gives percentages of first grade and kindergarten students at each school meeting standards on each objective tested.

STUDENTS AND GRADE LEVELS TESTED

All Charleston County first grade and kindergarten students in the regular instructional program are tested with the Cognitive Skills Assessment Battery (CSAB) in the fall of each school year. First grade students are tested as part of the statewide Basic Skills Assessment Program. Kindergarten students are tested as part of the districtwide testing program.

According to state guidelines, "(a)ll first grade students are to be tested. Limited-English speaking students are to be tested only if, in the school official's opinion, the student's proficiency is sufficient to provide valid test results. Handicapped students are to be tested unless their IEP's specify that participation in this type of testing is inappropriate." No modifications in the testing process are made for handicapped pupils.

First grade students were tested on September 1, 2, and 3, 1987. Make-up testing extended through September 18, 1987. Kindergarten pupils were tested during the period from September 21, 1987 through October 2, 1987.

During Fall, 1987, in Charleston County 4,415 first grade pupils were tested with the CSAB and 3,203 kindergarten pupils were tested with the CSAB. The following table provides a breakdown of the number of first grade students in each demographic category tested.

Category	Group	Number Tested
Sex	Male	~~227~~ 2278
	Female	2137
Ethnicity	White	1827
	Black	2538
	Other	50
Handicapped	Handicapped	295
	Non-Handicapped	4118
Repeater	Repeater	787
	Non-Repeater	3624
Lunch Program	No Free/Reduced Lunch	2149
	Free Lunch	1966
	Reduced Price Lunch	292
Kindergarten Experience	No Kindergarten	48
	Public Kindergarten	3685
	Private Kindergarten	496
	Headstart	50
	Other	11
	Unknown	123

DESCRIPTION OF THE COGNITIVE SKILLS ASSESSMENT BATTERY

The Cognitive Skills Assessment Battery (CSAB) is an individually administered readiness test. Readiness tests, such as the CSAB, are "hybrid" tests in that they are partially aptitude tests, partially diagnostic tests, and partially achievement tests. As an aptitude test, the CSAB measures readiness for first grade prior to first grade experience. As a diagnostic test, it provides detailed instructional information about each student's performance on each objective tested. As an achievement test, the CSAB does measure some previous learning. All students should not be expected to be "ready" upon entering first grade.

The CSAB requires 20-30 minutes for administration to each child. It is not a paper and pencil test; rather it is composed of orally-administered items to which the child primarily responds by pointing to pictures, manipulating objects, and answering orally. Teachers evaluate and score children's responses as tests are administered.

BSAP Legislation

Section I (b) (1) of the 1978 Act 631 (Basic Skills Assessment Program) requires that a readiness test be administered to all public school students at the beginning of first grade. State guidelines provide for the test to be administered within the first 15 days of school. According to the legislation, the test is to be designed to measure a student's readiness to begin the formal school curriculum. Results are to be used to provide appropriate developmental activities for first graders. In addition, the law requires that parents of a child who is judged "not ready" on the basis of the selected test be notified and advised to arrange a complete physical examination for the child.

Kindergarten Objectives

The CSAB was selected by a committee of South Carolina educators in 1979 based on its relationship to the 18 South Carolina kindergarten objectives. These state objectives were compiled from objectives submitted by school districts in South Carolina. Brief descriptors of all 18 objectives are presented below. Only 12 of the 18 objectives are assessed by the CSAB; the other objectives are assessed by teacher observation. Objectives which are assessed by teacher observation are marked by a T.O. in parentheses following the objective statement, while objectives that are tested on the CSAB are followed by the number of items testing each objective.

Objective 1: The student performs large muscle activities.
Examples of Activities: marching; hopping on one foot; jumping and landing on both feet; galloping; climbing stairs; bouncing, throwing, and catching a ball (3).

Objective 2: The student performs small muscle activities.
Examples of Activities: tracing; copying; drawing; painting; buttoning; zipping; lacing; tying; folding paper; assembling puzzles; opening a book and turning pages; building with blocks; cutting straight and curved lines with scissors; tracing objects and symbols; copying shapes, letters, own name, words, and numerals (7).

Objective 3: The student remembers what is seen.
Examples of Activities: recalling by pointing to or naming objects or things such as colors, shapes, numerals, letters, and patterns after the objects or things have been shown (1).

Objective 4: The student knows when things look the same or different.
Examples of Activities: matching identical colors; sorting objects on the basis of color; matching identical pictures; selecting the picture that is different; matching identical shapes; sorting objects on the basis of shape; assembling simple puzzles; matching objects of identical sizes; sorting objects on the basis of size; matching identical numerals, letters, and words (18).

Objective 5: The student remembers what is heard.
Examples of Activities: repeating sounds made by animals, people, and objects; repeating rhythmic sequences; counting from 1 to 10 by memory; repeating nursery rhymes, poems, songs, and fingerplays (5).

Objective 6: The student knows when sounds are the same or different.
Examples of Activities: matching sounds made by animals, people, or objects; matching sounds according to rhythmic pattern, pitch, or volume; recognizing words that sound the same ("dog" and "dog") and words that sound different ("dog" and "doll"); matching words that rhyme ("cat", "bat", and "mat"); matching sounds at the beginning of words ("boy", "ball", and "book") (9).

Objective 7: The student talks about what he/she does, knows, and thinks.
Examples of Activities: naming things such as colors, parts of the body, people, animals, objects, sounds, days of the week, seasons, occupations, letters, numerals, coins, and textures; initiating conversations with others; relating personal experiences to classroom activities; dictating personal experiences for adult to record in written form (23).

Objective 8: The student listens and responds to what others say.
Examples of Activities: listening and responding to the conversations of others; listening to and making comments about something read; listening to and following directions (17).

Objective 9: The student shows interest in words and books.
Examples of Activities: asking the meaning of words; asking to have a story read; looking at pictures in a book; sharing books with the class (T.O.).

Objective 10: The student groups things by size, color, shape, use, or in some other way.
Examples of Activities: grouping objects according to color, size, or shape; grouping by functions and/or relationships such things as objects, foods, animals, or people (naming things that you ride in; things that you eat) (4).

Objective 11: The student knows how to compare things.
Examples of Activities: comparing two groups of objects using the term is more than, is less than, or is the same as; comparing two objects according to length, height, weight, size, shape, or distance; comparing opposites or positions (behind/in front of; between/beside; above/below) (2).

Objective 12: The student puts words and things in the right order.
Examples of Activities: counting up to ten objects; ordering objects according to length, height, weight, or size; identifying the correct object to complete the pattern; completing an incomplete pattern or picture; retelling a short story in correct order; arranging in correct order three pictures; stating the correct order of the steps after completing a three-step activity (10).

Objective 13: The student begins to understand that moving objects around does not change the number of objects.
Examples of Activities: recognizing that you have the same number of balls, beans, or blocks whether they are in a hat or scattered on a table (T.O.).

Objective 14: The student understands stories.
Examples of Activities: listening to a story, telling what the story is about, and supplying what will happen next; supplying a likely ending to a story after being presented with only two-thirds of the story; supplying answer(s) to questions based on clues in the story; and making up a story about a picture (9).

Objective 15: The student controls and expresses feelings. Examples of Activities: expressing feelings or needs in a controlled manner; accepting socially-imposed limits; adjusting to changes in routine (T.O.).

Objective 16: The student shows pride in self. Examples of Activities: taking finished work home; asking to have work shown; showing work to others; working alone; asking for help from others when needed; completing tasks; cleaning up after self; taking care of personal things; and learning to keep clean and neat (T.O.).

Objective 17: The student enjoys learning and likes going to school. Examples of Activities: using materials correctly and taking part in a wide variety of classroom activities. (T.O.).

Objective 18: The student gets along well with other children and adults. Examples of Activities: sharing materials; listening to ideas of others; respecting the property of others; and sharing the success of others (T.O.).

Readiness Standards

The BSAP legislation required that minimum standards for readiness be set by the State Board of Education. Based on field-test data collected and analyzed in Spring, 1979, a score of 88 out of 117 possible points was identified as the score below which a child would be considered "not ready" for the formal first grade curriculum. Therefore, children who score 88 or above are designated "ready." Those who score 87 or below are designated "not ready."

UTILIZATION OF CSAB TEST RESULTS

CSAB test results are utilized by a variety of audiences for various purposes. These include:

1. Providing the Superintendent and the School Board of Trustees with an assessment of the levels of readiness of entering first graders.

2. Providing principals with an assessment of the levels of readiness of the first graders in their schools.

3. Providing principals with detailed information about the relative strengths and weaknesses of students entering first grade and kindergarten to assist in curricular planning.

4. Providing first grade teachers with an assessment of individual pupils' readiness and areas of strength and weakness to assist them in instructional planning.

5. Providing kindergarten teachers with an assessment of individual pupils' areas of strength and weakness to assist them in instructional planning.

6. Providing parents with information on students' overall readiness and areas of strength and weakness with respect to mastery of kindergarten objectives.

7. Providing the Department of Curriculum and the Department of Instruction appropriate information about districtwide strengths and weaknesses so they can assist teachers and principals in improving their instructional programs.

8. Aiding in the identification of first grade students for special programs, such as Chapter I and EIA Compensatory programs.

CAUTIONS IN THE INTERPRETATION AND USE OF CSAB TEST DATA

In interpreting CSAB test results, two major cautions are warranted. The first area of caution relates to interpretation of the readiness score. The second relates to comparisons among and between various groups and subgroups of the tested population.

With respect to interpretation of the readiness score, the State Department of Education (SDE) states, "(a)lthough the procedures used in arriving at the score of 88 out of 117 points utilized a large amount of data and the best technical procedures available, it should be evident that there is little real difference in the cognitive development of two children who score 87 and 88, even though one will be considered 'not ready' and the other 'ready.'" The SDE further emphasizes the importance of meeting developmental needs of all children, regardless of their scores. CSAB results are used to assist teachers in identifying skill areas for which individual students need remediation. Since test results provide information to be used in instruction, it is inappropriate to refer to "passing" or "failing" the readiness test.

Caution is also necessary when interpreting the performance of various subgroup populations. Data cannot and should not be used to make cause and effect statements. For example, although in Fall, 1987, a greater percentage of CCSD first graders who had attended private kindergarten were judged ready, compared with those who attended Head Start, it does not necessarily follow from the data that private kindergarten prepares children better than Head Start. The two groups of children might have come from different populations, and no information is available about differences which might have existed between these groups prior to entering the two programs.

COUNTY RESULTS FOR FIRST GRADE

Table 1 and Figure 1 report the percentages of Charleston County and South Carolina first graders ready for first grade instruction, according to their performances on the CSAB during the fall of three successive school years - 1985 through 1987. Data are presented for all first grade students as well as for demographic subgroup populations. Kindergarten data are not presented because readiness standards do not apply to kindergarten.

As the bottom row of Table 1 (ALL STUDENTS) indicates, 74% of the Charleston County first graders tested in the fall of 1987 scored "ready." The percentage scoring ready in CCSD was one point below the SC figure of 75%.

The scores of both Charleston County and South Carolina first graders exhibit what the State Department of Education has termed a "leveling effect." Substantial increases in the percentage of students ready occurred during the first three years of program implementation, increasing 13 percentage points from 1979 to 1981 for CCSD and 8 percentage points across the state. For the past three years, however, percentages of students have remained relatively constant. For CCSD, 74% of entering first graders were classified as ready in 1985, 73% were classified ready in 1986, and 74% were classified ready in 1987. In SC the results were 74%, 75%, and 75% for the three years.

As compared to 1986, 23 schools had greater percentages of entering first graders ready, 16 schools had lower percentages, and three schools stayed the same in 1987. No unusual increases or decreases in the percent ready (plus or minus 25 percentage points) were noted for individual schools over the two-year period. Appendix A contains a table for each school that provides percentages and numbers of first graders classified as ready, not ready, and incomplete according to performance on the CSAB, 1985 through 1987. Incomplete scores result when teachers do not grade all items and the score is below 88. Incomplete scores are reported to parents as "Not Ready."

Appendix B contains 1987 score frequency distributions for first grade and kindergarten pupils. These distributions present the number and percentage of CCSD students obtaining each CSAB score during the 1987 test administration. Cumulative frequencies and percentages are also included.

Demographic Analysis

Table 1 also reports the percentages of CCSD and SC first grade students within demographic categories scoring ready during the three-year period. Demographic variables include gender (male, female), ethnicity (white, black), handicapped status (handicapped, non-handicapped), repeater status (repeater, non-repeater), income level as defined by lunch program participation (no free/reduced lunch, free lunch, reduced lunch), and kindergarten experience (none, public kindergarten, private kindergarten, Head Start). Note that during 1987 relatively few students had attended "No Kindergarten" or Head Start (48 and 50, respectively); therefore, caution must be used in interpreting data for these subgroups.

Gender. In 1987, a greater percentage of CCSD females (77%) scored ready than males (71%). This tendency was apparent for 1985 and 1986 as well. The same trend for greater percentages of females to score ready compared to males was found statewide for 1985, 1986, and 1987. A slightly lower proportion of CCSD males and females scored ready than SC males and females due to slightly lower scores overall for CCSD than for SC.

Ethnicity. A larger percentage of white students (85%) scored ready than black students (66%) in 1987. This trend was also apparent for CCSD students in 1985 and 1986. A similar differential was found for SC students where a larger percentage of white pupils than black pupils scored ready in 1985, 1986, and 1987. A larger percentage of CCSD white and black pupils scored ready than SC pupils despite the fact that SC scores were higher than CCSD scores. This indicates that for the majority of students (white and black) Charleston County first graders are outperforming SC first graders. Children from small minority groups (Hispanic, American Indian) did not score as well in Charleston County as in the state.

Handicapped Status. Non-handicapped CCSD pupils (75%) scored higher than handicapped CCSD pupils (59%) in 1987. This finding was similar to 1985 and 1986 findings. The same trend was apparent in South Carolina during 1985, 1986, and 1987. Comparing CCSD students to students statewide, the same percentage of CCSD and SC handicapped pupils scored ready in 1987, but a smaller proportion of CCSD non-handicapped pupils scored ready in 1987. Of 4415 students tested, 295 were classified as handicapped. Handicapped students were to be tested only if their IEPs indicated that testing was appropriate. At the beginning of first grade, IEPs have not yet been written for many handicapped students. No modifications are made in testing procedures for the handicapped.

Repeater Status. In 1987 a greater percentage of CCSD repeaters (84%) scored ready than non-repeaters (72%). Similar results were found in 1985 and 1986. Similarly, in SC a greater percentage of repeaters scored ready than non-repeaters for the past three years. A greater percentage of CCSD repeaters scored ready than SC repeaters in each of the three years, while a smaller percentage of CCSD non-repeaters scored ready.

Income Level. Students in Charleston County not participating in the free- or reduced-price lunch programs (84%) scored higher than students on these lunch programs (63%, 71%, respectively) in 1987. The greatest percentage of students scoring ready were those not participating in the lunch program, followed by students participating in the reduced-price lunch program, followed by students participating in the free-lunch program. The same trend was apparent in 1985 and 1986 in CCSD. A similar trend appeared for SC students in each of the three years. In 1987 a slightly greater percentage of CCSD pupils participating in the free lunch program scored ready than SC students participating in the free lunch program. This CCSD-SC discrepancy was apparent for students participating in the free lunch program for all three years reported.

Kindergarten Experience. In CCSD in 1987, 29% of students with no kindergarten experience reported were ready for first grade, compared to 73% of the students who had attended public kindergarten, 85% of the students who had attended private kindergarten, and 50% of the students who had attended Head Start. The same general pattern of scores appeared for 1985 and 1986 in CCSD. In South Carolina, the percentages were 53, 75, 87, and 54 for students not attending kindergarten, attending public kindergarten, attending private kindergarten, and attending Head Start, respectively. Slightly lower percentages of CCSD students than SC students scored ready in each of the reported categories for 1987.

Table 1

Percentage of First Graders Ready for First Grade Instruction According to Their Performance On The Cognitive Skills Assessment Battery (CSAB) for District and State Subgroup Populations

PERCENT READY

	CHARLESTON COUNTY			SOUTH CAROLINA		
SUBGROUP	1985	1986	1987	1985	1986	1987
SEX						
Male	71	69	71	72	72	72
Female	77	77	77	77	78	78
ETHNICITY						
White	85	84	85	84	84	84
Black	66	65	66	63	64	65
HANDICAPPED						
Handicapped*	61	54	59	56	58	59
Non-Handicapped	75	74	75	76	76	77
REPEATER						
Repeater	82	85	84	80	81	82
Non-Repeater	72	70	72	73	73	74
LUNCH PROGRAM						
No Free/Reduced	83	83	84	86	85	85
Free	64	62	63	61	61	62
Reduced Price	72	77	71	76	76	75
KINDERGARTEN EXPERIENCE						
None	48	27	29	46	49	53
Public	74	72	73	74	74	75
Private	81	86	85	86	87	87
Head Start	54	62	50	51	55	54
ALL STUDENTS	74	73	74	74	75	75

*Students with IEPs which indicated that testing would be inappropriate were not tested, and therefore, were not included in the analyses.

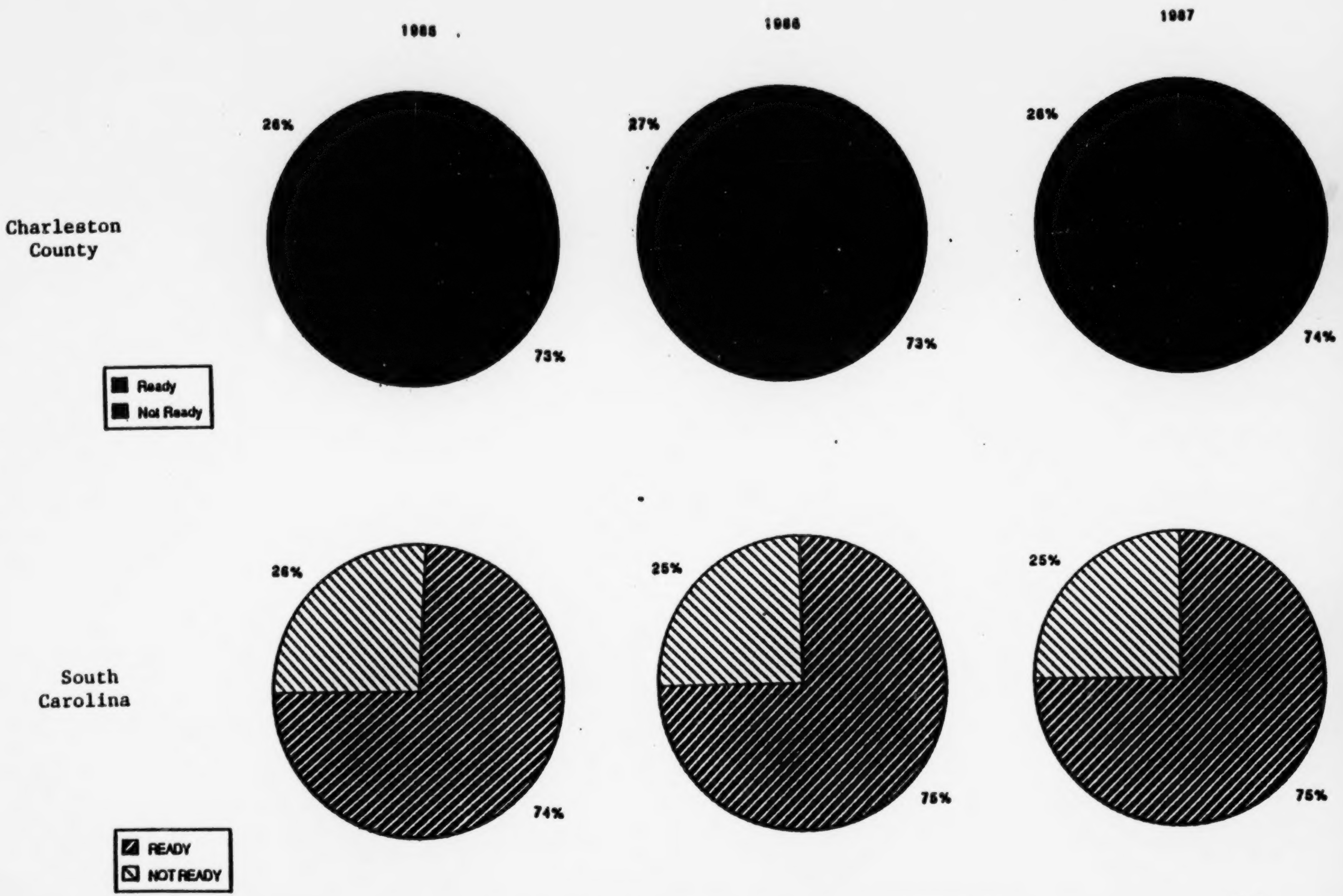

Figure 1. Percentages of CCSD and SC First Graders Scoring Ready and Not Ready on the CSAB, 1985-1987

First Grade Objectives Analysis

Table 2 reports numbers and percentages of CCSD first grade students scoring ready, borderline, and not ready on the 12 kindergarten objectives tested by the CSAB. "Ready" indicates that the child "has mastered" the objective; "borderline" indicates that further diagnosis of the child's academic performance is warranted; and "not ready" indicates the child has "not mastered" the objective's content. The numbers of points which categorize children as ready, borderline, or not ready are given in the second column (to the right of the objective number and description).

The maximum "ready" score may or may not match the number of items testing each objective. This apparent discrepancy between the number of points and number of items is due to varying point values being assigned to items. This discrepancy manifests itself in two basic ways. First, an objective may be tested by only one item as in the case of the visual memory objective tested by item 56. The students must remember six objects previously seen. Each object is worth one point, rendering item 56 worth six total points. Secondly, items are scored developmentally. Developmentally scored items may be answered completely correct (2 points), partially correct (1 point), or incorrect (no points).

Objective 11 is tested by only two items. The maximum number of points for the objective is two. Due to the possibility of measurement error, no student is classified as ready for Objective 11. Measurement error refers to the phenomenon wherein students would be unlikely to make identical scores on the same test if they were tested more than once, even if testing were conducted only hours apart. Sometimes students would score higher, sometimes lower. A two point objective does not allow enough certainty to make an important decision, as in readiness. However, it does provide some information about the student's performance. Hence, while continuous teacher assessment is vital for all objectives, it is especially important for Objective 11. Therefore, students scoring two points on Objective 11 are reported as needing further diagnosis.

In 1987, more than half of the entering CCSD first graders were ready with regard to large muscle activities, receptive language, and grouping skills. The highest percentages of CCSD students ready were 64% for gross motor skills, and 71% for grouping by size, color, shape, etc.

Fewer than 50% of the entering first graders were ready with regard to small muscle activities; remembering what is seen; recognizing objects that look alike or different; remembering what is heard; recognizing sounds that are alike or different; naming colors, letters, or body parts; comparing objects; putting things in order; understanding stories. The lowest percentages of CCSD students ready were 28% for remembering what is seen and 37% for knowing when things look the same or different.

Districtwide, first grade students have made gains over the past three years in large and small muscle skills, visual and auditory memory, visual and auditory discrimination, receptive language, and ordering skills. Declines are reported for grouping skills and story comprehension. Expressive language scores increased from 1985 to 1986 and decreased to the 1985 level during 1987.

Compared to 1986, more entering first graders in 1987 could perform fine motor skills, could remember things seen, could distinguish between things seen and heard, could listen and respond appropriately, could order objects, and could comprehend stories. Fewer students could use expressive language. The same percentage of students could perform large muscle activities, could remember things heard, and could group items.

Scores for the 12 objectives demonstrate a leveling effect similar to scores for the test as a whole. This leveling effect indicates that scores have remained stable over the past three years. Based on fairly stable scores over the three year period, it appears that grouping and gross motor skills are the easiest tasks for entering first graders, followed by receptive language. The next easiest group of skills includes story comprehension, auditory memory, and expressive language which are mastered by approximately 46-48% of entering first graders. Slightly more difficult are the group of skills including auditory discrimination, fine motor, and ordering skills, mastered by about 40-42% of the students. The most difficult skill is visual memory, mastered by only 28% of the students.

Kindergarten Objectives Analysis

Table 3 gives the number and percentage of kindergarten students in the district scoring ready, borderline, and not ready on each of the 12 kindergarten objectives tested by the CSAB during 1985-1987. **Readiness standards do not actually apply to kindergarten students; therefore, this information should be used to chart progress and plan curricula only.**

Compared to 1986, a greater percentage of kindergarten students in 1987 could perform large muscle skills. A slightly smaller percentage of students in 1987 could remember things seen and heard, could discriminate between things seen and heard, could use expressive language, and could comprehend stories than in 1986. During both 1986 and 1987 the same percentage of students could perform fine muscle skills, could use receptive language, and could order objects.

Over the three year period performance on gross motor skills and auditory memory improved for kindergarten students. Although the percentage ready for the other skills stayed the same or decreased slightly, this may not be an indication of poor performance. For kindergarten pupils a more appropriate analysis might be to look at the percentages of children not ready on each objective. Decreases in the percentages not ready over the three year period have appeared for gross motor skills, visual memory skills, and story comprehension.

Like first grade objective scores and overall percentages ready, kindergarten objective scores appear to demonstrate a leveling effect. Very small changes have taken place over the 1985 - 1987 period. For kindergarten pupils, the easiest items appear to be gross motor skills followed by grouping skills. Insofar as easiness these skills are followed by a group consisting of receptive language and story comprehension. About 15-18% of the students mastered visual and auditory memory skills, auditory discrimination, and expressive language. The most difficult group of items, mastered by 10 or less percent of kindergarteners, included ordering skills, visual discrimination, and fine motor.

Shifts in the relative difficulty of objectives from kindergarten to first grade may provide some clues about maturity and successful kindergarten instruction. Two objectives for which the relative difficulty has changed significantly are ordering and fine motor. Only 6-8% of kindergarten pupils over the past three years mastered fine motor skills, whereas 38-40% of the first graders mastered these skills. Although only 10% of kindergarteners in 1985-1987 scored ready on ordering skills, 39-42% of first graders scored ready during that period of time.

Individual School Tables

Appendix C contains similar tables for individual schools. The tables report the number and percentage of kindergarten and first grade students scoring ready, borderline (Borderln), and not ready for each of the 12 objectives tested by the CSAB. Kindergarten and grade 1 results are reported on the same page to facilitate comparisons. Data are presented for the years (Yr) 1985 (85), 1986 (86), and 1987 (87). Note that a change in score notation is used on the individual school tables. Whereas in Table 2 the not ready score for Objective 1 reads "4 or below," in Appendix C the not ready score is reported as "< 5."

As previously noted, scores demonstrate a leveling effect such that small changes have occurred from 1985-87 on objective scores as well as overall readiness scores. Although slightly larger fluctuations in scores might be expected at the school level due to a small number of students being tested in some schools, a change of 25 percentage points would be unusual and should be investigated further.

Table 2

Percentage of First Grade Students Scoring Ready, Borderline, Not Ready on Each S.C. Kindergarten Objective Tested by the CSAB Fall 1985 - Fall 1987

CHARLESTON COUNTY SCHOOL DISTRICT

Objective	"Ready" Score "Borderline" Score "Not Ready" Score	Year	Ready %	Ready (N)	Borderline %	Borderline (N)	Not Ready %	Not Ready (N)
1 Gross Motor	6	1985	62	(2605)	16	(677)	23	(953)
	5	1986	64	(2854)	15	(646)	21	(945)
	4 or below	1987	64	(2832)	15	(654)	21	(929)
2 Fine Motor	9	1985	38	(1630)	36	(1542)	25	(1069)
	8	1986	39	(1718)	36	(1579)	26	(1148)
	7 or below	1987	40	(1765)	35	(1550)	25	(1100)
3 Visual Memory	4-6	1985	27	(1130)	30	(1291)	43	(1814)
	3	1986	27	(1214)	31	(1392)	41	(1839)
	2 or below	1987	28	(1229)	31	(1348)	42	(1838)
4 Visual Discrimination	18	1985	35	(1477)	35	(1484)	30	(1274)
	17	1986	36	(1578)	34	(1510)	31	(1357)
	16 or below	1987	37	(1614)	34	(1479)	30	(1322)
5 Auditory Memory	7-10	1985	46	(1931)	27	(1127)	28	(1177)
	6 or 5	1986	47	(2098)	25	(1109)	28	(1238)
	4 or below	1987	47	(2077)	27	(1180)	26	(1158)
6 Auditory Discrimination	9	1985	38	(1595)	34	(1426)	29	(1214)
	8	1986	39	(1753)	32	(1415)	29	(1277)
	7 or below	1987	40	(1744)	31	(1350)	30	(1321)
7 Expressive Language	34-40	1985	46	(1931)	23	(954)	32	(1350)
	31-33	1986	47	(2082)	21	(917)	33	(1446)
	30 or below	1987	46	(2036)	23	(994)	31	(1385)
8 Receptive Language	17-19	1985	54	(2291)	15	(625)	31	(1319)
	16	1986	55	(2454)	14	(632)	31	(1359)
	15 or below	1987	57	(2506)	15	(641)	29	(1268)
10 Grouping	4	1985	72	(3061)	23	(957)	5	(217)
	3	1986	71	(3170)	24	(1063)	5	(212)
	2 or below	1987	71	(3127)	24	(1046)	5	(242)
11 Comparison	*	1985	--	--	67	(2850)	33	(1385)
	2	1986	--	--	66	(2943)	34	(1502)
	1 or below	1987	--	--	67	(2944)	33	(1471)
12 Ordering	14-16	1985	41	(1757)	15	(617)	44	(1861)
	13	1986	39	(1740)	15	(657)	46	(2048)
	12 or below	1987	42	(1875)	14	(634)	43	(1906)
14 Story Comprehension	11-13	1985	49	(2095)	16	(675)	35	(1465)
	10	1986	47	(2081)	17	(737)	37	(1627)
	9 or below	1987	48	(2112)	18	(784)	34	(1519)

Table 3

Percentage of Kindergarten Students Scoring Ready, Borderline, Not Ready on Each S.C. Kindergarten Objective Tested by the CSAB Fall 1985 - Fall 1987

CHARLESTON COUNTY SCHOOL DISTRICT

Objective	"Ready" Score "Borderline" Score "Not Ready" Score	Year	Ready		Borderline		Not Ready	
			%	(N)	%	(N)	%	(N)
1 Gross Motor	6	1985	43	(1327)	13	(402)	44	(1346)
	5	1986	41	(1267)	12	(357)	48	(1476)
	4 or below	1987	45	(1434)	12	(390)	43	(1379)
2 Fine Motor	9	1985	8	(236)	15	(457)	77	(2382)
	8	1986	6	(173)	16	(482)	79	(2445)
	7 or below	1987	6	(184)	14	(437)	81	(2582)
3 Visual Memory	4-6	1985	19	(587)	22	(670)	59	(1818)
	3	1986	19	(582)	24	(756)	57	(1762)
	2 or below	1987	17	(553)	24	(782)	58	(1868)
4 Visual Discrimination	18	1985	9	(283)	20	(627)	70	(2165)
	17	1986	10	(298)	19	(604)	71	(2198)
	16 or below	1987	8	(254)	20	(650)	72	(2299)
5 Auditory Memory	7-10	1985	14	(436)	23	(699)	63	(1940)
	6 or 5	1986	16	(494)	21	(653)	63	(1953)
	4 or below	1987	15	(491)	21	(659)	64	(2053)
6 Auditory Discrimination	9	1985	19	(578)	27	(838)	54	(1659)
	8	1986	19	(595)	25	(774)	56	(1731)
	7 or below	1987	18	(564)	25	(805)	57	(1834)
7 Expressive Language	34-40	1985	17	(512)	15	(457)	68	(2106)
	31-33	1986	16	(492)	15	(463)	69	(2145)
	30 or below	1987	15	(493)	15	(488)	69	(2222)
8 Receptive Language	17-19	1985	20	(617)	11	(346)	69	(2112)
	16	1986	20	(619)	12	(365)	68	(2116)
	15 or below	1987	20	(633)	11	(339)	70	(2231)
10 Grouping	4	1985	40	(1243)	38	(1168)	22	(664)
	3	1986	39	(1214)	40	(1247)	21	(639)
	2 or below	1987	39	(1249)	39	(1252)	22	(702)
11 Comparison	*	1985	--	--	40	(1218)	60	(1857)
	2	1986	--	--	37	(1153)	63	(1947)
	1 or below	1987	--	--	39	(1258)	61	(1945)
12 Ordering	14-16	1985	10	(296)	8	(235)	83	(2544)
	13	1986	10	(311)	8	(254)	82	(2535)
	12 or below	1987	10	(324)	7	(213)	83	(2666)
14 Story Comprehension	11-13	1985	20	(604)	13	(391)	68	(2080)
	10	1986	21	(650)	14	(426)	65	(2024)
	9 or below	1987	20	(630)	14	(451)	66	(2122)

CONCLUSIONS

Fall, 1987, district CSAB data demonstrate an increase in levels of readiness among entering first graders over Fall, 1986. Readiness levels for CCSD fell one percentage point below state levels in 1987.

Readiness scores over the three year period, 1985-1987, have remained relatively constant for both the district and state. The greatest increases in scores appeared in the first three years of program implementation, 1979-1981, and have stabilized in more recent years.

Despite slightly lower overall scores, CCSD white and black pupils, repeating first graders, and pupils on free lunch demonstrated higher levels of readiness than their South Carolina counterparts.

Objectives analyses for first grade and kindergarten also show a leveling effect. Greatest relative increases from kindergarten to first grade appeared for ordering and fine motor skills.

APPENDIX A

Percentages of First Grade Students Scoring Ready, Not Ready and Incomplete in Individual Schools

Percentages* and Numbers of First Graders Ready and Not Ready for First Grade Instruction According to Performance on the Cognitive Skills Assessment Battery (CSAB)

School Analyses

		READY		NOT READY		INCOMPLETE	
SCHOOL	YEAR	%	(N)	%	(N)	%	(N)
Angel Oak	1985	74	(112)	26	(39)	0	(0)
	1986	74	(124)	26	(44)	0	(0)
	1987	78	(126)	21	(34)	1	(1)
Ashley River	1985	80	(39)	20	(10)	0	(0)
	1986	88	(74)	12	(10)	0	(0)
	1987	94	(73)	6	(5)	0	(0)
Berry	1985	77	(48)	23	(14)	0	(0)
	1986	76	(54)	24	(17)	0	(0)
	1987	61	(52)	38	(32)	1	(1)
Blaney	1985	69	(35)	31	(16)	0	(0)
	1986	58	(32)	42	(23)	0	(0)
	1987	65	(43)	33	(22)	2	(1)
Buist Academy	1985	100	(39)	0	(0)	0	(0)
	1986	100	(40)	0	(0)	0	(0)
	1987	100	(40)	0	(0)	0	(0)
Burns	1985	67	(106)	33	(52)	0	(0)
	1986	64	(113)	37	(65)	0	(0)
	1987	68	(115)	31	(52)	1	(2)
Chicora	1985	59	(86)	41	(60)	0	(0)
	1986	57	(100)	43	(75)	0	(0)
	1987	58	(92)	42	(66)	0	(0)
Corcoran	1985	86	(73)	14	(12)	0	(0)
	1986	76	(93)	24	(30)	0	(0)
	1987	76	(87)	24	(27)	0	(0)
James B. Edwards	1985	86	(136)	15	(23)	0	(0)
	1986	83	(134)	17	(28)	0	(0)
	1987	79	(117)	20	(29)	1	(2)
Jane Edwards	1985	42	(10)	58	(14)	0	(0)
	1986	36	(11)	65	(20)	0	(0)
	1987	27	(4)	73	(11)	0	(0)
Ellington	1985	82	(45)	18	(10)	0	(0)
	1986	72	(48)	28	(19)	0	(0)
	1987	62	(41)	38	(25)	0	(0)

*Percentages may total more or less than 100% due to rounding.

Percentages* and Numbers of First Graders Ready and Not Ready for First Grade Instruction According to Performance on the Cognitive Skills Assessment Battery (CSAB)

School Analyses

		READY		NOT READY		INCOMPLETE	
SCHOOL	YEAR	%	(N)	%	(N)	%	(N)
Mary Ford	1985	41	(28)	59	(40)	0	(0)
	1986	67	(42)	33	(21)	0	(0)
	1987	65	(34)	35	(18)	0	(0)
Fraser	1985	71	(74)	30	(31)	0	(0)
	1986	68	(81)	32	(38)	0	(0)
	1987	66	(71)	33	(36)	1	(1)
Frierson	1985	81	(43)	19	(10)	0	(0)
	1986	64	(32)	36	(18)	0	(0)
	1987	58	(32)	42	(23)	0	(0)
Goodwin	1985	76	(141)	24	(45)	0	(0)
	1986	71	(144)	29	(58)	0	(0)
	1987	78	(143)	21	(38)	1	(2)
Harbor View	1985	81	(90)	19	(21)	0	(0)
	1986	85	(90)	15	(16)	0	(0)
	1987	85	(99)	15	(17)	0	(0)
Minnie Hughes	1985	38	(24)	62	(39)	0	(0)
	1986	48	(31)	52	(33)	0	(0)
	1987	59	(44)	36	(27)	5	(4)
Hunley Park	1985	75	(88)	25	(29)	0	(0)
	1986	74	(72)	26	(25)	0	(0)
	1987	82	(103)	18	(23)	0	(0)
Ladson	1985	75	(71)	25	(24)	0	(0)
	1986	72	(81)	28	(32)	0	(0)
	1987	73	(78)	27	(29)	0	(0)
Lambs	1985	77	(94)	23	(28)	0	(0)
	1986	83	(101)	17	(21)	0	(0)
	1987	85	(111)	15	(19)	1	(1)
Ronald McNair	1985	52	(46)	48	(42)	0	(0)
	1986	51	(36)	49	(34)	0	(0)
	1987	62	(43)	38	(26)	0	(0)
Memminger	1985	75	(73)	25	(24)	0	(0)
	1986	72	(74)	28	(29)	0	(0)
	1987	73	(77)	26	(27)	2	(2)

*Percentages may total more or less than 100% due to rounding.

Percentages* and Number of First Graders Ready and Not Ready for First Grade Instruction According to Performance on the Cognitive Skills Assessment Battery (CSAB)

School Analyses

		READY		NOT READY		INCOMPLETE	
SCHOOL	YEAR	%	(N)	%	(N)	%	(N)
Midland Park	1985	73	(70)	27	(26)	0	(0)
	1986	66	(67)	34	(34)	0	(0)
	1987	70	(69)	29	(28)	1	(1)
Mitchell	1985	73	(95)	27	(35)	0	(0)
	1986	74	(90)	26	(32)	0	(0)
	1987	68	(62)	32	(29)	0	(0)
Jennie Moore	1985	69	(79)	31	(35)	0	(0)
	1986	82	(100)	18	(22)	0	(0)
	1987	87	(122)	13	(18)	1	(1)
Mt. Pleasant Academy	1985	91	(50)	9	(5)	0	(0)
	1986	75	(50)	25	(17)	0	(0)
	1987	78	(57)	21	(15)	1	(1)
Murray LaSaine	1985	75	(95)	25	(31)	0	(0)
	1986	69	(82)	31	(37)	0	(0)
	1987	70	(96)	29	(40)	2	(2)
North Charleston	1985	65	(35)	35	(19)	0	(0)
	1986	77	(51)	23	(15)	0	(0)
	1987	70	(40)	30	(17)	0	(0)
Oakland	1985	85	(86)	15	(15)	0	(0)
	1986	77	(85)	23	(25)	0	(0)
	1987	69	(77)	31	(35)	0	(0)
Orange Grove	1985	79	(121)	21	(32)	0	(0)
	1986	85	(110)	15	(19)	0	(0)
	1987	78	(119)	22	(33)	0	(0)
Park Circle	1985	76	(60)	24	(19)	0	(0)
	1986	79	(61)	21	(16)	0	(0)
	1987	68	(57)	31	(26)	1	(1)
Pepperhill	1985	80	(123)	20	(31)	0	(0)
	1986	76	(113)	24	(35)	0	(0)
	1987	79	(119)	20	(30)	1	(1)
Remount Road	1985	71	(79)	30	(33)	0	(0)
	1986	60	(69)	40	(46)	0	(0)
	1987	64	(61)	36	(34)	0	(0)

*Percentages may total more or less than 100% due to rounding.

Percentages* and Numbers of First Graders Ready and Not Ready for First Grade Instruction According to Performance on the Cognitive Skills Assessment Battery (CSAB)

School Analyses

		READY		NOT READY		INCOMPLETE	
SCHOOL	YEAR	%	(N)	%	(N)	%	(N)
Sanders-Clyde	1985	72	(63)	28	(24)	0	(0)
	1986	73	(75)	27	(28)	0	(0)
	1987	54	(46)	47	(40)	0	(0)
James Simons	1985	59	(107)	41	(73)	0	(0)
	1986	67	(108)	33	(54)	0	(0)
	1987	75	(132)	25	(43)	0	(0)
Springfield	1985	88	(121)	12	(17)	0	(0)
	1986	90	(131)	10	(15)	0	(0)
	1987	83	(129)	17	(26)	0	(0)
St. Andrews	1985	79	(64)	21	(17)	0	(0)
	1986	79	(80)	21	(21)	0	(0)
	1987	92	(88)	8	(8)	0	(0)
St. James/Santee	1985	56	(56)	44	(44)	0	(0)
	1986	64	(68)	37	(39)	0	(0)
	1987	54	(51)	45	(42)	1	(1)
Stiles Point	1985	79	(100)	21	(26)	0	(0)
	1986	77	(95)	23	(28)	0	(0)
	1987	64	(71)	36	(40)	0	(0)
Stono Park	1985	77	(71)	23	(21)	0	(0)
	1986	67	(68)	33	(34)	0	(0)
	1987	80	(68)	19	(16)	1	(1)
Sullivan's Island	1985	94	(64)	6	(4)	0	(0)
	1986	94	(59)	6	(4)	0	(0)
	1987	96	(78)	4	(3)	0	(0)
Whitesides	1985	80	(84)	20	(21)	0	(0)
	1986	73	(72)	27	(27)	0	(0)
	1987	80	(90)	20	(22)	1	(1)
DISTRICT	1985	73	(3241)	26	(1111)	0	(0)
	1986	73	(3241)	27	(1204)	0	(0)
	1987	74	(3257)	26	(1131)	1	(27)

*Percentages may total more or less than 100% due to rounding.

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CSABTAB2.87

APPENDIX B

Frequency Distributions of CSAB Scores

Grade 1 30
Kindergarten. 32

CHARLESTON COUNTY SCHOOL DISTRICT
NUMBER AND PERCENTAGE OF FIRST GRADE STUDENTS SCORING EACH CSAB SCORE
FALL, 1987

TOTAL87	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
23	1	0.0	1	0.0
30	1	0.0	2	0.0
32	2	0.0	4	0.1
35	2	0.0	6	0.1
36	1	0.0	7	0.2
37	1	0.0	8	0.2
38	2	0.0	10	0.2
41	3	0.1	13	0.3
42	2	0.0	15	0.3
43	4	0.1	19	0.4
45	1	0.0	20	0.5
46	2	0.0	22	0.5
47	3	0.1	25	0.6
48	3	0.1	28	0.6
49	4	0.1	32	0.7
50	3	0.1	35	0.8
51	2	0.0	37	0.8
52	2	0.0	39	0.9
53	4	0.1	43	1.0
54	2	0.0	45	1.0
55	4	0.1	49	1.1
56	10	0.2	59	1.3
57	3	0.1	62	1.4
58	3	0.1	65	1.5
59	3	0.1	68	1.5
60	10	0.2	78	1.8
61	5	0.1	83	1.9
62	5	0.1	88	2.0
63	8	0.2	96	2.2
64	12	0.3	108	2.4
65	14	0.3	122	2.8
66	8	0.2	130	2.9
67	15	0.3	145	3.3
68	21	0.5	166	3.8
69	19	0.4	185	4.2
70	23	0.5	208	4.7
71	22	0.5	230	5.2
72	30	0.7	260	5.9
73	29	0.7	289	6.5
74	28	0.6	317	7.2
75	38	0.9	355	8.0
76	34	0.8	389	8.8
77	44	1.0	433	9.8
78	44	1.0	477	10.8
79	46	1.0	523	11.8
80	58	1.3	581	13.2
81	66	1.5	647	14.7

82	62	1.4	709	16.1
83	70	1.6	779	17.6
84	69	1.6	848	19.2
85	86	1.9	934	21.2
86	97	2.2	1031	23.4
87	127	2.9	1158	26.2
88	101	2.3	1259	28.5
89	103	2.3	1362	30.8
90	120	2.7	1482	33.6
91	154	3.5	1636	37.1
92	143	3.2	1779	40.3
93	141	3.2	1920	43.5
94	162	3.7	2082	47.2
95	183	4.1	2265	51.3
96	140	3.2	2405	54.5
97	188	4.3	2593	58.7
98	182	4.1	2775	62.9
99	167	3.8	2942	66.6
100	179	4.1	3121	70.7
101	156	3.5	3277	74.2
102	159	3.6	3436	77.8
103	155	3.5	3591	81.3
104	118	2.7	3709	84.0
105	141	3.2	3850	87.2
106	127	2.9	3977	90.1
107	102	2.3	4079	92.4
108	78	1.8	4157	94.2
109	77	1.7	4234	95.9
110	60	1.4	4294	97.3
111	48	1.1	4342	98.3
112	31	0.7	4373	99.0
113	17	0.4	4390	99.4
114	14	0.3	4404	99.8
115	8	0.2	4412	99.9
116	2	0.0	4414	100.0
117	1	0.0	4415	100.0

CHARLESTON COUNTY SCHOOL DISTRICT
NUMBER AND PERCENTAGE OF KINDERGARTEN STUDENTS SCORING EACH CSAB SCORE
FALL 1987

TOTAL87	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
2	1	0.0	1	0.0
10	1	0.0	2	0.1
12	1	0.0	3	0.1
14	3	0.1	6	0.2
15	1	0.0	7	0.2
16	4	0.1	11	0.3
17	1	0.0	12	0.4
19	2	0.1	14	0.4
21	3	0.1	17	0.5
22	1	0.0	18	0.6
23	2	0.1	20	0.6
24	5	0.2	25	0.8
25	4	0.1	29	0.9
26	4	0.1	33	1.0
27	1	0.0	34	1.1
28	3	0.1	37	1.2
29	7	0.2	44	1.4
30	7	0.2	51	1.6
31	8	0.2	59	1.8
32	3	0.1	62	1.9
33	4	0.1	66	2.1
34	8	0.2	74	2.3
35	9	0.3	83	2.6
36	7	0.2	90	2.8
37	10	0.3	100	3.1
38	11	0.3	111	3.5
39	16	0.5	127	4.0
40	13	0.4	140	4.4
41	10	0.3	150	4.7
42	19	0.6	169	5.3
43	22	0.7	191	6.0
44	9	0.3	200	6.2
45	23	0.7	223	7.0
46	15	0.5	238	7.4
47	22	0.7	260	8.1
48	18	0.6	278	8.7
49	24	0.7	302	9.4
50	17	0.5	319	10.0
51	33	1.0	352	11.0
52	34	1.1	386	12.1
53	37	1.2	423	13.2
54	27	0.8	450	14.0
55	23	0.7	473	14.8
56	30	0.9	503	15.7
57	43	1.3	546	17.0
58	48	1.5	594	18.5
59	38	1.2	632	19.7

60	42	1.3	674	21.0
61	54	1.7	728	22.7
62	44	1.4	772	24.1
63	48	1.5	820	25.6
64	49	1.5	869	27.1
65	55	1.7	924	28.8
66	58	1.8	982	30.7
67	59	1.8	1041	32.5
68	65	2.0	1106	34.5
69	55	1.7	1161	36.2
70	66	2.1	1227	38.3
71	64	2.0	1291	40.3
72	72	2.2	1363	42.6
73	74	2.3	1437	44.9
74	79	2.5	1516	47.3
75	73	2.3	1589	49.6
76	76	2.4	1665	52.0
77	71	2.2	1736	54.2
78	86	2.7	1822	56.9
79	86	2.7	1908	59.6
80	95	3.0	2003	62.5
81	77	2.4	2080	64.9
82	75	2.3	2155	67.3
83	63	2.0	2218	69.2
84	60	1.9	2278	71.1
85	73	2.3	2351	73.4
86	83	2.6	2434	76.0
87	60	1.9	2494	77.9
88	52	1.6	2546	79.5
89	61	1.9	2607	81.4
90	52	1.6	2659	83.0
91	55	1.7	2714	84.7
92	55	1.7	2769	86.5
93	40	1.2	2809	87.7
94	49	1.5	2858	89.2
95	35	1.1	2893	90.3
96	38	1.2	2931	91.5
97	48	1.5	2979	93.0
98	38	1.2	3017	94.2
99	28	0.9	3045	95.1
100	27	0.8	3072	95.9
101	23	0.7	3095	96.6
102	24	0.7	3119	97.4
103	17	0.5	3136	97.9
104	8	0.2	3144	98.2
105	17	0.5	3161	98.7
106	15	0.5	3176	99.2
107	13	0.4	3189	99.6
108	5	0.2	3194	99.7
109	5	0.2	3199	99.9
111	1	0.0	3200	99.9
112	2	0.1	3202	100.0
113	1	0.0	3203	100.0

APPENDIX C

CSAB Kindergarten and First Grade Objectives Analysis for Individual Schools

38

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

ANGEL OAK ELEMENTARY

			Kindergarten						Grade 1					
	Ready Borderln Not Ready		Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.		Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	51	(56)	11	(12)	38	(42)	52	(79)	26	(40)	21	(32)
	5	86	44	(55)	10	(13)	46	(58)	70	(117)	11	(18)	20	(33)
	< 5	87	52	(55)	11	(12)	37	(39)	74	(119)	12	(20)	14	(22)
2 Fine Motor	9	85	6	(7)	17	(19)	76	(84)	35	(53)	39	(59)	26	(39)
	8	86	3	(4)	20	(25)	77	(97)	36	(61)	34	(57)	30	(50)
	< 8	87	5	(5)	13	(14)	82	(87)	42	(68)	34	(54)	24	(39)
3 Visual Memory	4-6	85	35	(38)	24	(26)	42	(46)	35	(53)	23	(35)	42	(63)
	3	86	48	(61)	21	(26)	31	(39)	25	(42)	30	(50)	45	(76)
	< 3	87	13	(14)	26	(28)	60	(64)	32	(52)	32	(52)	35	(57)
4 Visual Discrimination	18	85	7	(8)	17	(19)	75	(83)	36	(55)	33	(50)	30	(46)
	17	86	10	(12)	19	(24)	71	(90)	33	(56)	30	(50)	37	(62)
	< 17	87	7	(7)	14	(15)	79	(84)	29	(47)	32	(52)	39	(62)
5 Auditory Memory	7-10	85	12	(13)	25	(27)	64	(70)	49	(74)	25	(37)	26	(40)
	6 or 5	86	18	(23)	29	(37)	52	(66)	40	(68)	31	(52)	29	(48)
	< 5	87	11	(12)	21	(22)	68	(72)	40	(65)	30	(49)	29	(47)
6 Auditory Discrimination	9	85	15	(16)	16	(18)	69	(76)	31	(47)	32	(49)	36	(55)
	8	86	21	(26)	19	(24)	60	(76)	32	(53)	30	(50)	39	(65)
	< 8	87	15	(16)	18	(19)	67	(71)	40	(64)	32	(51)	29	(46)
7 Expressive Language	34-40	85	14	(15)	18	(20)	68	(75)	48	(72)	21	(32)	31	(47)
	31-33	86	17	(21)	17	(22)	66	(83)	42	(71)	20	(34)	38	(63)
	< 33	87	14	(15)	13	(14)	73	(77)	42	(68)	31	(50)	27	(43)
8 Receptive Language	17-19	85	17	(19)	14	(15)	69	(76)	56	(85)	15	(23)	28	(43)
	16	86	17	(22)	14	(18)	68	(86)	46	(78)	21	(35)	33	(55)
	< 16	87	19	(20)	5	(5)	76	(81)	48	(77)	18	(29)	34	(55)
10 Grouping	4	85	49	(54)	33	(36)	18	(20)	72	(108)	23	(35)	5	(8)
	3	86	48	(61)	34	(43)	17	(22)	79	(133)	14	(24)	7	(11)
	< 3	87	35	(37)	42	(45)	23	(24)	75	(121)	21	(33)	4	(7)
11 Comparison	*	85	--	--	55	(60)	45	(50)	--	--	71	(107)	29	(44)
	2	86	--	--	51	(64)	49	(62)	--	--	73	(123)	27	(45)
	< 2	87	--	--	37	(39)	63	(67)	--	--	72	(116)	28	(45)
12 Ordering	14-16	85	6	(7)	12	(13)	82	(90)	48	(72)	11	(16)	42	(63)
	13	86	8	(10)	8	(10)	84	(106)	43	(73)	12	(20)	45	(75)
	< 13	87	8	(8)	6	(6)	87	(92)	45	(73)	11	(17)	44	(71)
14 Story Comprehension	11-13	85	32	(35)	16	(18)	52	(57)	46	(69)	17	(25)	38	(57)
	10	86	30	(38)	17	(22)	52	(66)	46	(77)	18	(30)	36	(61)
	< 10	87	31	(33)	21	(22)	48	(51)	48	(78)	18	(29)	34	(54)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

ASHLEY RIVER ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten Ready %	(N)	Kindergarten Borderline %	(N)	Kindergarten Not Ready %	(N)	Grade 1 Ready %	(N)	Grade 1 Borderline %	(N)	Grade 1 Not Ready %	(N)
1 Gross Motor	6	85	46	(23)	44	(22)	10	(5)	65	(32)	16	(8)	18	(9)
	5	86	56	(29)	27	(14)	17	(9)	67	(56)	14	(12)	19	(16)
	< 5	87	78	(39)	22	(11)	0	(0)	55	(43)	18	(14)	27	(21)
2 Fine Motor	9	85	22	(11)	34	(17)	44	(22)	47	(23)	41	(20)	12	(6)
	8	86	25	(13)	40	(21)	35	(18)	64	(54)	25	(21)	11	(9)
	< 8	87	20	(10)	30	(15)	50	(25)	59	(46)	31	(24)	10	(8)
3 Visual Memory	4-6	85	48	(24)	20	(10)	32	(16)	29	(14)	33	(16)	39	(19)
	3	86	79	(41)	10	(5)	12	(6)	32	(27)	29	(24)	39	(33)
	< 3	87	68	(34)	18	(9)	14	(7)	24	(19)	28	(22)	47	(37)
4 Visual Discrimination	18	85	30	(15)	28	(14)	42	(21)	49	(24)	29	(14)	22	(11)
	17	86	19	(10)	38	(20)	42	(22)	43	(36)	38	(32)	19	(16)
	< 17	87	20	(10)	44	(22)	36	(18)	62	(48)	29	(23)	9	(7)
5 Auditory Memory	7-10	85	46	(23)	24	(12)	30	(15)	59	(29)	16	(8)	24	(12)
	6 or 5	86	46	(24)	27	(14)	27	(14)	62	(52)	24	(20)	14	(12)
	< 5	87	46	(23)	18	(9)	36	(18)	71	(55)	19	(15)	10	(8)
6 Auditory Discrimination	9	85	28	(14)	38	(19)	34	(17)	53	(26)	39	(19)	8	(4)
	8	86	33	(17)	33	(17)	35	(18)	63	(53)	24	(20)	13	(11)
	< 8	87	36	(18)	36	(18)	28	(14)	72	(56)	15	(12)	13	(10)
7 Expressive Language	34-40	85	54	(27)	14	(7)	32	(16)	41	(20)	33	(16)	27	(13)
	31-33	86	40	(21)	21	(11)	38	(20)	58	(49)	17	(14)	25	(21)
	< 33	87	48	(24)	30	(15)	22	(11)	72	(56)	18	(14)	10	(8)
8 Receptive Language	17-19	85	44	(22)	14	(7)	42	(21)	67	(33)	8	(4)	24	(12)
	16	86	48	(25)	13	(7)	38	(20)	77	(65)	5	(4)	18	(15)
	< 16	87	42	(21)	10	(5)	48	(24)	90	(70)	4	(3)	6	(5)
10 Grouping	4	85	52	(26)	36	(18)	12	(6)	60	(39)	16	(8)	4	(2)
	3	86	50	(26)	40	(21)	10	(5)	82	(69)	18	(15)	0	(0)
	< 3	87	60	(30)	34	(17)	6	(3)	81	(63)	18	(14)	1	(1)
11 Comparison	*	85	--	--	50	(25)	50	(25)	--	--	76	(37)	24	(12)
	2	86	--	--	46	(24)	54	(28)	--	--	70	(59)	30	(25)
	< 2	87	--	--	50	(25)	50	(25)	--	--	81	(63)	19	(15)
12 Ordering	14-16	85	28	(14)	16	(8)	56	(28)	65	(32)	12	(6)	22	(11)
	13	86	17	(9)	23	(12)	60	(31)	40	(34)	24	(20)	36	(30)
	< 13	87	12	(6)	10	(5)	78	(39)	72	(56)	5	(4)	23	(18)
14 Story Comprehension	11-13	85	30	(15)	16	(8)	54	(27)	61	(30)	16	(8)	22	(11)
	10	86	37	(19)	12	(6)	52	(27)	61	(51)	18	(15)	21	(18)
	< 10	87	46	(23)	20	(10)	34	(17)	73	(57)	9	(7)	18	(14)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

BERRY ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	17	(8)	9	(4)	74	(34)	66	(41)	19	(12)	15	(9)
	5	86	16	(10)	13	(8)	72	(46)	77	(55)	13	(9)	10	(7)
	< 5	87	34	(15)	2	(1)	64	(28)	58	(49)	16	(14)	26	(22)
2 Fine Motor	9	85	4	(2)	9	(4)	87	(40)	27	(17)	34	(21)	39	(24)
	8	86	0	(0)	6	(4)	94	(60)	37	(26)	34	(24)	30	(21)
	< 8	87	5	(2)	5	(2)	91	(40)	31	(26)	19	(16)	51	(43)
3 Visual Memory	4-6	85	9	(4)	11	(5)	80	(37)	32	(20)	34	(21)	34	(21)
	3	86	8	(5)	34	(22)	58	(37)	37	(26)	31	(22)	32	(23)
	< 3	87	14	(6)	18	(8)	68	(30)	20	(17)	26	(22)	54	(46)
4 Visual Discrimination	18	85	7	(3)	4	(2)	89	(41)	27	(17)	40	(25)	32	(20)
	17	86	3	(2)	6	(4)	91	(58)	35	(25)	25	(18)	39	(28)
	< 17	87	2	(1)	5	(2)	93	(41)	24	(20)	22	(19)	54	(46)
5 Auditory Memory	7-10	85	4	(2)	4	(2)	91	(42)	34	(21)	24	(15)	42	(26)
	6 or 5	86	6	(4)	5	(3)	89	(57)	48	(34)	14	(10)	38	(27)
	< 5	87	0	(0)	5	(2)	95	(42)	35	(30)	29	(25)	35	(30)
6 Auditory Discrimination	9	85	4	(2)	9	(4)	87	(40)	32	(20)	40	(25)	27	(17)
	8	86	5	(3)	16	(10)	80	(51)	48	(34)	34	(24)	18	(13)
	< 8	87	7	(3)	11	(5)	82	(36)	15	(13)	35	(30)	49	(42)
7 Expressive Language	34-40	85	7	(3)	4	(2)	89	(41)	47	(29)	16	(10)	37	(23)
	31-33	86	3	(2)	5	(3)	92	(59)	48	(34)	17	(12)	35	(25)
	< 33	87	7	(3)	14	(6)	80	(35)	34	(29)	25	(21)	41	(35)
8 Receptive Language	17-19	85	11	(5)	4	(2)	85	(39)	44	(27)	15	(9)	42	(26)
	16	86	2	(1)	3	(2)	95	(61)	54	(38)	18	(13)	28	(20)
	< 16	87	0	(0)	11	(5)	89	(39)	36	(31)	18	(15)	46	(39)
10 Grouping	4	85	33	(15)	52	(24)	15	(7)	61	(38)	32	(20)	6	(4)
	3	86	31	(20)	42	(27)	27	(17)	58	(41)	28	(20)	14	(10)
	< 3	87	32	(14)	41	(18)	27	(12)	49	(42)	38	(32)	13	(11)
11 Comparison	*	85	--	--	24	(11)	76	(35)	--	--	58	(36)	42	(26)
	2	86	--	--	16	(10)	84	(54)	--	--	44	(31)	56	(40)
	< 2	87	--	--	18	(8)	82	(36)	--	--	46	(39)	54	(46)
12 Ordering	14-16	85	2	(1)	0	(0)	98	(45)	48	(30)	13	(8)	39	(24)
	13	86	8	(5)	5	(3)	88	(56)	35	(25)	14	(10)	51	(36)
	< 13	87	11	(5)	5	(2)	84	(37)	36	(31)	16	(14)	47	(40)
14 Story Comprehension	11-13	85	7	(3)	4	(2)	89	(41)	45	(28)	21	(13)	34	(21)
	10	86	3	(2)	3	(2)	94	(60)	61	(43)	15	(11)	24	(17)
	< 10	87	11	(5)	18	(8)	70	(31)	35	(30)	19	(16)	46	(39)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

BLANEY ELEMENTARY

			Kindergarten						Grade 1					
	Ready Borderln Not Ready		Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.		Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	60	(27)	9	(4)	31	(14)	65	(33)	24	(12)	12	(6)
	5	86	53	(29)	5	(3)	42	(23)	60	(33)	31	(17)	9	(5)
	< 5	87	55	(26)	13	(6)	32	(15)	73	(48)	17	(11)	11	(7)
2 Fine Motor	9	85	13	(6)	47	(21)	40	(18)	61	(31)	25	(13)	14	(7)
	8	86	0	(0)	20	(11)	80	(44)	53	(29)	29	(16)	18	(10)
	< 8	87	11	(5)	23	(11)	66	(31)	35	(23)	39	(26)	26	(17)
3 Visual Memory	4-6	85	9	(4)	18	(8)	73	(33)	45	(23)	14	(7)	41	(21)
	3	86	4	(2)	15	(8)	82	(45)	25	(14)	29	(16)	45	(25)
	< 3	87	6	(3)	17	(8)	77	(36)	38	(25)	27	(18)	35	(23)
4 Visual Discrimination	18	85	11	(5)	31	(14)	58	(26)	39	(20)	22	(11)	39	(20)
	17	86	4	(2)	16	(9)	80	(44)	33	(18)	36	(20)	31	(17)
	< 17	87	9	(4)	17	(8)	74	(35)	38	(25)	24	(16)	38	(25)
5 Auditory Memory	7-10	85	4	(2)	24	(11)	71	(32)	49	(25)	20	(10)	31	(16)
	6 or 5	86	2	(1)	15	(8)	84	(46)	33	(18)	29	(16)	38	(21)
	< 5	87	11	(5)	23	(11)	66	(31)	29	(19)	32	(21)	39	(26)
6 Auditory Discrimination	9	85	22	(10)	18	(8)	60	(27)	29	(15)	39	(20)	31	(16)
	8	86	5	(3)	18	(10)	76	(42)	29	(16)	27	(15)	44	(24)
	< 8	87	6	(3)	21	(10)	72	(34)	33	(22)	35	(23)	32	(21)
7 Expressive Language	34-40	85	2	(1)	24	(11)	73	(33)	47	(24)	14	(7)	39	(20)
	31-33	86	4	(2)	11	(6)	85	(47)	31	(17)	25	(14)	44	(24)
	< 33	87	2	(1)	19	(9)	79	(37)	35	(23)	27	(18)	38	(25)
8 Receptive Language	17-19	85	20	(9)	16	(7)	64	(29)	47	(24)	22	(11)	31	(16)
	16	86	9	(5)	13	(7)	78	(43)	53	(29)	16	(9)	31	(17)
	< 16	87	28	(13)	6	(3)	66	(31)	47	(31)	17	(11)	36	(24)
10 Grouping	4	85	53	(24)	36	(16)	11	(5)	65	(33)	29	(15)	6	(3)
	3	86	22	(12)	47	(26)	31	(17)	64	(35)	27	(15)	9	(5)
	< 3	87	40	(19)	32	(15)	28	(13)	67	(44)	24	(16)	9	(6)
11 Comparison	*	85	--	--	69	(31)	31	(14)	--	--	65	(33)	35	(18)
	2	86	--	--	29	(16)	71	(39)	--	--	55	(30)	45	(25)
	< 2	87	--	--	51	(24)	49	(23)	--	--	64	(42)	36	(24
12 Ordering	14-16	85	7	(3)	7	(3)	87	(39)	24	(12)	16	(8)	61	(31)
	13	86	2	(1)	2	(1)	96	(53)	29	(16)	11	(6)	60	(33
	< 13	87	4	(2)	0	(0)	96	(45)	18	(12)	12	(8)	70	(46
14 Story Comprehension	11-13	85	16	(7)	16	(7)	69	(31)	47	(24)	10	(5)	43	(22)
	10	86	4	(2)	11	(6)	85	(47)	38	(21)	9	(5)	53	(29
	< 10	87	6	(3)	9	(4)	85	(40)	36	(24)	11	(7)	53	(35

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

BUIST ACADEMY

			Kindergarten						Grade 1					
	Ready Borderln Not Ready		Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.		Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	67	(20)	13	(4)	20	(6)	77	(30)	10	(4)	13	(5)
	5	86	84	(21)	0	(0)	16	(4)	85	(34)	8	(3)	8	(3)
	< 5	87	71	(29)	12	(5)	17	(7)	93	(37)	3	(1)	5	(2)
2 Fine Motor	9	85	43	(13)	37	(11)	20	(6)	74	(29)	18	(7)	8	(3)
	8	86	36	(9)	48	(12)	16	(4)	83	(33)	15	(6)	3	(1)
	< 8	87	22	(9)	41	(17)	37	(15)	75	(30)	23	(9)	3	(1)
3 Visual Memory	4-6	85	33	(10)	30	(9)	37	(11)	18	(7)	33	(13)	49	(19)
	3	86	12	(3)	48	(12)	40	(10)	30	(12)	40	(16)	30	(12)
	< 3	87	20	(8)	27	(11)	54	(22)	23	(9)	55	(22)	23	(9)
4 Visual Discri-mination	18	85	20	(6)	47	(14)	33	(10)	72	(28)	26	(10)	3	(1)
	17	86	48	(12)	28	(7)	24	(6)	60	(24)	30	(12)	10	(4)
	< 17	87	37	(15)	44	(18)	20	(8)	75	(30)	25	(10)	0	(0)
5 Auditory Memory	7-10	85	50	(15)	23	(7)	27	(8)	72	(28)	28	(11)	0	(0)
	6 or 5	86	64	(16)	20	(5)	16	(4)	98	(39)	3	(1)	0	(0)
	< 5	87	66	(27)	24	(10)	10	(4)	90	(36)	10	(4)	0	(0)
6 Auditory Discri-mination	9	85	70	(21)	23	(7)	7	(2)	74	(29)	15	(6)	10	(4)
	8	86	68	(17)	24	(6)	8	(2)	65	(26)	20	(8)	15	(6)
	< 8	87	56	(23)	24	(10)	20	(8)	70	(28)	23	(9)	8	(3)
7 Express-ive Language	34-40	85	80	(24)	10	(3)	10	(3)	87	(34)	8	(3)	5	(2)
	31-33	86	88	(22)	4	(1)	8	(2)	90	(36)	5	(2)	5	(2)
	< 33	87	83	(34)	2	(1)	15	(6)	95	(38)	3	(1)	3	(1)
8 Recep-tive Language	17-19	85	50	(15)	23	(7)	27	(8)	92	(36)	5	(2)	3	(1)
	16	86	76	(19)	0	(0)	24	(6)	98	(39)	0	(0)	3	(1)
	< 16	87	71	(29)	12	(5)	17	(7)	93	(37)	5	(2)	3	(1)
10 Grouping	4	85	83	(25)	13	(4)	3	(1)	74	(29)	26	(10)	0	(0)
	3	86	72	(18)	20	(5)	8	(2)	78	(31)	23	(9)	0	(0)
	< 3	87	68	(28)	24	(10)	7	(3)	75	(30)	23	(9)	3	(1)
11 Compari-son	*	85	--	--	90	(27)	0	(3)	--	--	74	(29)	26	(10)
	2	86	--	--	72	(18)	28	(7)	--	--	73	(29)	28	(11)
	< 2	87	--	--	63	(26)	37	(15)	--	--	73	(29)	28	(11)
12 Ordering	14-16	85	63	(19)	13	(4)	23	(7)	77	(30)	8	(3)	15	(6)
	13	86	24	(6)	28	(7)	48	(12)	50	(20)	18	(16)	33	(13)
	< 13	87	15	(6)	24	(10)	61	(25)	50	(20)	23	(9)	28	(11)
14 Story Compre-hension	11-13	85	77	(23)	10	(3)	13	(4)	79	(31)	13	(5)	8	(3)
	10	86	64	(16)	20	(5)	16	(4)	90	(36)	3	(1)	8	(3)
	< 10	87	61	(25)	12	(5)	27	(11)	93	(37)	5	(2)	3	(1)

Percentage of Kindergarten and First Grade Students
Scoring Ready, Borderline, Not Ready
On Each S.C. Kindergarten Objective Tested by the CSAB,
Fall 1985 - Fall 1987

BURNS ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	29	(31)	27	(29)	44	(47)	68	(107)	14	(22)	18	(29)
	5	86	42	(44)	17	(18)	40	(42)	60	(107)	15	(26)	25	(45)
	< 5	87	29	(26)	33	(30)	38	(35)	70	(118)	13	(22)	17	(29)
2 Fine Motor	9	85	3	(3)	13	(14)	84	(90)	30	(47)	35	(56)	35	(55)
	8	86	0	(0)	6	(6)	94	(98)	24	(43)	35	(63)	40	(72)
	< 8	87	3	(3)	4	(4)	92	(84)	37	(63)	40	(68)	22	(38)
3 Visual Memory	4-6	85	33	(35)	20	(21)	48	(51)	27	(43)	44	(69)	29	(46)
	3	86	28	(29)	29	(30)	43	(45)	26	(47)	34	(60)	40	(71)
	< 3	87	16	(15)	26	(24)	57	(52)	17	(29)	27	(45)	56	(95)
4 Visual Discrimination	18	85	6	(6)	10	(11)	84	(90)	26	(41)	30	(48)	44	(69)
	17	86	3	(3)	10	(10)	88	(91)	26	(46)	26	(46)	48	(86)
	< 17	87	1	(1)	2	(2)	97	(88)	26	(44)	34	(57)	40	(68)
5 Auditory Memory	7-10	85	16	(17)	19	(20)	65	(70)	39	(61)	30	(48)	31	(49)
	6 or 5	86	7	(7)	18	(19)	75	(78)	44	(79)	27	(48)	29	(51)
	< 5	87	9	(8)	16	(15)	75	(68)	38	(64)	30	(50)	33	(55)
6 Auditory Discrimination	9	85	16	(17)	22	(24)	62	(66)	33	(52)	34	(54)	33	(52)
	8	86	9	(9)	22	(23)	69	(72)	28	(49)	34	(61)	38	(68)
	< 8	87	8	(7)	13	(12)	79	(72)	28	(47)	36	(60)	37	(62)
7 Expressive Language	34-40	85	10	(11)	7	(7)	83	(89)	37	(59)	19	(30)	44	(69)
	31-33	86	9	(9)	13	(14)	78	(81)	33	(58)	26	(47)	41	(73)
	< 33	87	4	(4)	4	(4)	91	(83)	37	(62)	28	(48)	35	(59)
8 Receptive Language	17-19	85	12	(13)	11	(12)	77	(82)	44	(70)	15	(24)	41	(64)
	16	86	10	(10)	8	(8)	83	(86)	40	(72)	15	(27)	44	(79)
	< 16	87	3	(3)	10	(9)	87	(79)	49	(82)	14	(23)	38	(64)
10 Grouping	4	85	35	(37)	41	(44)	24	(26)	66	(105)	26	(41)	8	(12
	3	86	31	(32)	51	(53)	18	(19)	63	(113)	31	(56)	5	(9
	< 3	87	32	(29)	42	(38)	26	(24)	68	(115)	25	(43)	7	(11)
11 Comparison	*	85	--	--	36	(39)	64	(68)	--	--	66	(104)	34	(54
	2	86	--	--	37	(38)	63	(66)	--	--	61	(108)	39	(70)
	< 2	87	--	--	34	(31)	66	(60)	--	--	64	(108)	36	(61
12 Ordering	14-16	85	7	(8)	7	(8)	85	(91)	35	(55)	17	(27)	48	(76)
	13	86	6	(6)	12	(12)	83	(86)	27	(48)	22	(39)	51	(91
	< 13	87	9	(8)	5	(5)	86	(78)	34	(57)	13	(22)	53	(90
14 Story Comprehension	11-13	85	17	(18)	11	(12)	72	(77)	46	(73)	16	(25)	38	(60)
	10	86	12	(12)	8	(8)	81	(84)	38	(68)	17	(30)	45	(80
	< 10	87	15	(14)	18	(16)	67	(61)	40	(67)	17	(29)	43	(73

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

CHICORA ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Borderline		Not Ready		Ready		Borderline		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	49	(54)	32	(35)	19	(21)	50	(73)	16	(23)	34	(50)
	5	86	46	(47)	18	(18)	36	(37)	75	(132)	11	(20)	13	(23)
	< 5	87	44	(46)	11	(11)	45	(47)	70	(110)	11	(17)	20	(31)
2 Fine Motor	9	85	4	(4)	4	(4)	93	(102)	34	(49)	38	(55)	29	(42)
	8	86	3	(3)	8	(8)	89	(91)	22	(38)	37	(65)	41	(72)
	< 8	87	2	(2)	4	(4)	94	(98)	18	(28)	37	(58)	46	(72)
3 Visual Memory	4-6	85	35	(39)	15	(16)	50	(55)	22	(32)	38	(56)	40	(58)
	3	86	29	(30)	28	(29)	42	(43)	28	(49)	36	(63)	36	(63)
	< 3	87	17	(18)	25	(26)	58	(60)	23	(36)	28	(44)	49	(78)
4 Visual Discrimination	18	85	5	(5)	9	(10)	86	(95)	24	(35)	40	(58)	36	(53)
	17	86	6	(6)	9	(9)	85	(87)	19	(33)	37	(65)	44	(77)
	< 17	87	2	(2)	6	(6)	92	(96)	27	(43)	22	(35)	51	(80)
5 Auditory Memory	7-10	85	12	(13)	18	(20)	70	(77)	29	(42)	25	(37)	46	(67)
	6 or 5	86	25	(26)	20	(20)	55	(56)	27	(47)	28	(49)	45	(79)
	< 5	87	13	(14)	14	(15)	72	(75)	33	(52)	31	(49)	36	(57)
6 Auditory Discrimination	9	85	17	(19)	21	(23)	62	(68)	16	(24)	36	(53)	47	(69)
	8	86	6	(6)	29	(30)	65	(66)	21	(37)	31	(54)	48	(84)
	< 8	87	14	(15)	21	(22)	64	(67)	20	(31)	32	(50)	49	(77)
7 Expressive Language	34-40	85	10	(11)	17	(19)	73	(80)	42	(61)	21	(30)	38	(55)
	31-33	86	12	(12)	14	(14)	75	(76)	27	(48)	22	(38)	51	(89)
	< 33	87	10	(10)	10	(10)	81	(84)	28	(44)	23	(36)	49	(78)
8 Receptive Language	17-19	85	16	(18)	12	(13)	72	(79)	42	(61)	18	(26)	40	(59)
	16	86	29	(30)	7	(7)	64	(65)	38	(67)	14	(24)	48	(84)
	< 16	87	8	(8)	9	(9)	84	(87)	42	(67)	18	(28)	40	(63)
10 Grouping	4	85	35	(38)	43	(47)	23	(25)	63	(92)	28	(41)	9	(13)
	3	86	38	(39)	39	(40)	23	(23)	59	(103)	34	(60)	7	(12)
	< 3	87	27	(28)	37	(38)	37	(38)	61	(97)	28	(45)	10	(16)
11 Comparison	*	85	--	--	41	(45)	59	(65)	--	--	55	(81)	45	(65)
	2	86	--	--	41	(42)	59	(60)	--	--	53	(93)	47	(82)
	< 2	87	--	--	36	(37)	64	(67)	--	--	58	(92)	42	(66)
12 Ordering	14-16	85	5	(5)	6	(7)	89	(98)	29	(42)	14	(21)	57	(83)
	13	86	10	(10)	6	(6)	84	(86)	31	(55)	17	(29)	52	(91)
	< 13	87	5	(5)	3	(3)	92	(96)	30	(47)	16	(25)	54	(86)
14 Story Comprehension	11-13	85	17	(19)	18	(20)	65	(71)	37	(54)	19	(28)	44	(64)
	10	86	29	(30)	19	(19)	52	(53)	29	(51)	19	(34)	51	(90)
	< 10	87	12	(12)	13	(13)	76	(79)	39	(62)	19	(30)	42	(66)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

CORCORAN ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	20	(13)	3	(2)	77	(51)	58	(49)	20	(17)	22	(19)
	5	86	52	(32)	6	(4)	42	(26)	67	(83)	13	(16)	20	(24)
	< 5	87	42	(39)	11	(10)	47	(43)	46	(53)	20	(23)	33	(38)
2 Fine Motor	9	85	11	(7)	9	(6)	80	(53)	39	(33)	34	(29)	27	(23)
	8	86	8	(5)	21	(13)	71	(44)	57	(70)	28	(35)	15	(18)
	< 8	87	5	(5)	14	(13)	80	(74)	48	(55)	35	(40)	17	(19)
3 Visual Memory	4-6	85	3	(2)	21	(14)	76	(50)	45	(38)	27	(23)	28	(24)
	3	86	10	(6)	21	(13)	69	(43)	26	(32)	35	(43)	39	(48)
	< 3	87	11	(10)	18	(17)	71	(65)	37	(42)	22	(25)	41	(47)
4 Visual Discrimination	18	85	11	(7)	17	(11)	73	(48)	29	(25)	49	(42)	21	(18)
	17	86	11	(7)	23	(14)	66	(41)	30	(37)	39	(48)	31	(48)
	< 17	87	5	(5)	14	(13)	80	(74)	39	(44)	38	(43)	24	(27)
5 Auditory Memory	7-10	85	17	(11)	27	(18)	56	(37)	59	(50)	20	(17)	21	(18)
	6 or 5	86	15	(9)	24	(15)	61	(38)	48	(59)	33	(40)	20	(24)
	< 5	87	18	(17)	24	(22)	58	(53)	44	(50)	39	(45)	17	(19)
6 Auditory Discrimination	9	85	27	(18)	33	(22)	39	(26)	49	(42)	27	(23)	24	(20)
	8	86	29	(18)	21	(13)	50	(31)	37	(45)	37	(45)	27	(33)
	< 8	87	17	(16)	34	(31)	49	(45)	34	(39)	38	(43)	28	(32)
7 Expressive Language	34-40	85	27	(18)	8	(5)	65	(43)	60	(51)	13	(11)	27	(23)
	31-33	86	29	(18)	15	(9)	56	(35)	43	(53)	18	(22)	39	(48)
	< 33	87	18	(17)	20	(18)	62	(57)	37	(42)	23	(26)	40	(46)
8 Receptive Language	17-19	85	17	(11)	11	(7)	73	(48)	56	(48)	15	(13)	28	(24)
	16	86	15	(9)	16	(10)	69	(43)	48	(59)	24	(30)	28	(34)
	< 16	87	14	(13)	10	(9)	76	(70)	54	(62)	16	(18)	30	(34)
10 Grouping	4	85	50	(33)	33	(22)	17	(11)	78	(66)	21	(18)	1	(1)
	3	86	40	(25)	47	(29)	13	(8)	74	(91)	24	(30)	2	(2)
	< 3	87	43	(40)	42	(39)	14	(13)	70	(80)	28	(32)	2	(2)
11 Comparison	*	85	--	--	44	(29)	56	(37)	--	--	73	(62)	27	(23)
	2	86	--	--	34	(21)	66	(41)	--	--	69	(85)	31	(38)
	< 2	87	--	--	36	(33)	64	(59)	--	--	67	(76)	33	(38
12 Ordering	14-16	85	21	(14)	11	(7)	68	(45)	56	(48)	8	(7)	35	(30)
	13	86	26	(16)	6	(4)	68	(42)	41	(50)	16	(20)	43	(53
	< 13	87	10	(9)	13	(12)	77	(71)	50	(57)	16	(18)	34	(39
14 Story Comprehension	11-13	85	42	(28)	15	(10)	42	(28)	59	(50)	20	(17)	21	(18
	10	86	29	(18)	16	(10)	55	(34)	57	(70)	12	(15)	31	(38
	< 10	87	24	(22)	12	(11)	64	(59)	54	(61)	15	(17)	32	(36

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

JAMES B. EDWARDS ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Borderline		Not Ready		Ready		Borderline		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	32	(28)	15	(13)	53	(46)	62	(98)	22	(35)	16	(26)
	5	86	47	(41)	13	(11)	40	(35)	67	(109)	12	(19)	21	(34)
	< 5	87	52	(52)	10	(10)	38	(38)	64	(94)	16	(23)	21	(31)
2 Fine Motor	9	85	16	(14)	26	(23)	57	(50)	54	(86)	28	(44)	18	(29)
	8	86	5	(4)	21	(18)	75	(65)	52	(85)	36	(58)	12	(19)
	< 8	87	7	(7)	20	(20)	73	(73)	50	(74)	36	(54)	14	(20)
3 Visual Memory	4-6	85	8	(7)	33	(29)	59	(51)	25	(39)	33	(53)	42	(67)
	3	86	22	(19)	31	(27)	47	(41)	28	(46)	25	(40)	47	(76)
	< 3	87	11	(11)	28	(28)	61	(61)	30	(45)	30	(45)	39	(58)
4 Visual Discrimination	18	85	23	(20)	39	(34)	38	(33)	45	(71)	30	(47)	26	(41)
	17	86	13	(11)	32	(28)	55	(48)	52	(84)	27	(44)	21	(34)
	< 17	87	12	(12)	34	(34)	54	(54)	53	(79)	30	(44)	17	(25)
5 Auditory Memory	7-10	85	23	(20)	26	(23)	51	(44)	60	(96)	21	(34)	18	(29)
	6 or 5	86	28	(24)	23	(20)	49	(43)	66	(107)	18	(29)	16	(26)
	< 5	87	23	(23)	28	(28)	49	(49)	64	(95)	20	(29)	16	(24)
6 Auditory Discrimination	9	85	23	(20)	24	(21)	53	(46)	53	(84)	25	(39)	23	(36)
	8	86	34	(30)	30	(26)	36	(31)	63	(102)	22	(35)	15	(25)
	< 8	87	30	(30)	24	(24)	46	(46)	59	(87)	20	(29)	22	(32)
7 Expressive Language	34-40	85	36	(31)	25	(22)	39	(34)	58	(93)	19	(30)	23	(36)
	31-33	86	28	(24)	14	(12)	59	(51)	64	(104)	15	(24)	21	(34)
	< 33	87	28	(28)	17	(17)	55	(55)	61	(91)	15	(22)	24	(35)
8 Receptive Language	17-19	85	41	(36)	14	(12)	45	(39)	65	(104)	10	(16)	25	(39)
	16	86	30	(26)	15	(13)	55	(48)	70	(114)	10	(17)	19	(31)
	< 16	87	41	(41)	16	(16)	43	(43)	72	(107)	7	(11)	20	(30)
10 Grouping	4	85	71	(62)	17	(15)	11	(10)	83	(132)	16	(25)	1	(2)
	3	86	54	(47)	36	(31)	10	(9)	81	(131)	16	(26)	3	(5)
	< 3	87	51	(51)	33	(33)	16	(16)	82	(122)	14	(21)	3	(5)
11 Comparison	*	85	--	--	66	(57)	34	(30)	--	--	71	(113)	29	(46)
	2	86	--	--	54	(47)	46	(40)	--	--	77	(124)	23	(38)
	< 2	87	--	--	50	(50)	50	(50)	--	--	78	(115)	22	(33)
12 Ordering	14-16	85	15	(13)	6	(5)	79	(69)	55	(88)	16	(25)	29	(46)
	13	86	15	(13)	7	(6)	78	(68)	65	(105)	12	(19)	23	(38)
	< 13	87	19	(19)	8	(8)	73	(73)	61	(91)	15	(22)	24	(35)
14 Story Comprehension	11-13	85	31	(27)	13	(11)	56	(49)	62	(99)	15	(24)	23	(36)
	10	86	36	(31)	20	(17)	45	(39)	63	(102)	12	(19)	25	(41)
	< 10	87	28	(28)	14	(14)	58	(58)	62	(92)	10	(15)	28	(41)

Percentage of Kindergarten and First Grade Students
Scoring Ready, Borderline, Not Ready
On Each S.C. Kindergarten Objective Tested by the CSAB,
Fall 1985 - Fall 1987

JANE EDWARDS ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	50	(11)	32	(7)	18	(4)	71	(17)	25	(6)	4	(1)
	5	86	77	(10)	23	(3)	0	(0)	52	(16)	19	(6)	29	(9)
	< 5	87	87	(13)	7	(1)	7	(1)	67	(10)	20	(3)	13	(2)
2 Fine Motor	9	85	5	(1)	36	(8)	59	(13)	33	(8)	42	(10)	25	(6)
	8	86	8	(1)	54	(7)	38	(5)	13	(4)	52	(16)	35	(11)
	< 8	87	7	(1)	7	(1)	87	(13)	13	(2)	33	(5)	53	(8)
3 Visual Memory	4-6	85	14	(3)	18	(4)	68	(15)	4	(1)	17	(4)	79	(19)
	3	86	0	(0)	31	(4)	69	(9)	23	(7)	39	(12)	39	(12)
	< 3	87	7	(1)	33	(5)	60	(9)	0	(0)	27	(4)	73	(11)
4 Visual Discrimination	18	85	14	(3)	0	(0)	86	(19)	25	(6)	21	(5)	54	(13)
	17	86	8	(1)	15	(2)	77	(10)	23	(7)	19	(6)	58	(18)
	< 17	87	7	(1)	20	(3)	73	(11)	13	(2)	33	(5)	53	(8)
5 Auditory Memory	7-10	85	9	(2)	18	(4)	73	(16)	21	(5)	38	(9)	42	(10)
	6 or 5	86	0	(0)	23	(3)	77	(10)	13	(4)	13	(4)	74	(23)
	< 5	87	13	(2)	20	(3)	67	(10)	7	(1)	13	(2)	80	(12)
6 Auditory Discrimination	9	85	41	(9)	32	(7)	27	(6)	33	(8)	42	(10)	25	(6)
	8	86	15	(2)	23	(3)	62	(8)	10	(3)	35	(11)	55	(17)
	< 8	87	7	(1)	27	(4)	67	(10)	7	(1)	40	(6)	53	(8)
7 Expressive Language	34-40	85	0	(0)	5	(1)	95	(21)	13	(3)	25	(6)	63	(15)
	31-33	86	8	(1)	15	(2)	77	(10)	19	(6)	6	(2)	74	(23)
	< 33	87	7	(1)	0	(0)	93	(14)	33	(5)	13	(2)	53	(8)
8 Receptive Language	17-19	85	14	(3)	5	(1)	82	(18)	25	(6)	21	(5)	54	(13)
	16	86	15	(2)	23	(3)	62	(8)	26	(8)	10	(3)	65	(20)
	< 16	87	7	(1)	7	(1)	87	(13)	13	(2)	27	(4)	60	(9)
10 Grouping	4	85	27	(6)	23	(5)	50	(11)	54	(13)	29	(7)	17	(4)
	3	86	15	(2)	54	(7)	31	(4)	39	(12)	35	(11)	26	(8)
	< 3	87	27	(4)	33	(5)	40	(6)	60	(9)	33	(5)	7	(1)
11 Comparison	*	85	--	--	36	(8)	64	(14)	--	--	50	(12)	50	(12)
	2	86	--	--	46	(6)	54	(7)	--	--	32	(10)	68	(21)
	< 2	87	--	--	33	(5)	67	(10)	--	--	53	(8)	47	(7)
12 Ordering	14-16	85	5	(1)	14	(3)	82	(18)	21	(5)	17	(4)	63	(15)
	13	86	8	(1)	0	(0)	92	(12)	29	(9)	3	(1)	68	(21)
	< 13	87	7	(1)	0	(0)	93	(14)	33	(5)	0	(0)	67	(10)
14 Story Comprehension	11-13	85	32	(7)	9	(2)	59	(13)	17	(4)	4	(1)	79	(19)
	10	86	8	(1)	8	(1)	85	(11)	16	(5)	23	(7)	61	(19)
	< 10	87	7	(1)	33	(5)	60	(9)	27	(4)	40	(6)	33	(5)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

ELLINGTON ELEMENTARY

			Kindergarten						Grade 1					
	Ready Borderln		Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.	Not Ready	Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	62	(29)	0	(0)	38	(18)	85	(47)	5	(3)	9	(5)
	5	86	61	(30)	4	(2)	35	(17)	75	(50)	4	(3)	21	(14)
	< 5	87	61	(25)	10	(4)	29	(12)	73	(48)	8	(5)	20	(13)
2 Fine Motor	9	85	9	(4)	32	(15)	60	(28)	44	(24)	47	(26)	9	(5)
	8	86	2	(1)	29	(14)	69	(34)	30	(20)	60	(40)	10	(7)
	< 8	87	5	(2)	22	(9)	73	(30)	35	(23)	50	(33)	15	(10)
3 Visual Memory	4-6	85	6	(3)	13	(6)	81	(38)	35	(19)	33	(18)	33	(18)
	3	86	2	(1)	18	(9)	80	(39)	19	(13)	45	(30)	36	(24)
	< 3	87	5	(2)	22	(9)	73	(30)	32	(21)	35	(23)	33	(22)
4 Visual Discrimination	18	85	6	(3)	23	(11)	70	(33)	38	(21)	36	(20)	25	(14)
	17	86	4	(2)	2	(1)	94	(46)	30	(20)	36	(24)	34	(23)
	< 17	87	7	(3)	20	(8)	73	(30)	20	(13)	32	(21)	48	(32)
5 Auditory Memory	7-10	85	15	(7)	34	(16)	51	(24)	55	(30)	33	(18)	13	(7)
	6 or 5	86	2	(1)	12	(6)	86	(42)	48	(32)	25	(17)	27	(18)
	< 5	87	5	(2)	12	(5)	83	(34)	41	(27)	26	(17)	33	(22)
6 Auditory Discrimination	9	85	17	(8)	36	(17)	47	(22)	36	(20)	44	(24)	20	(11)
	8	86	6	(3)	20	(10)	73	(36)	39	(26)	34	(23)	27	(18)
	< 8	87	15	(6)	34	(14)	51	(21)	38	(25)	39	(26)	23	(15)
7 Expressive Language	34-40	85	9	(4)	19	(9)	72	(34)	44	(24)	29	(16)	27	(15)
	31-33	86	0	(0)	10	(5)	90	(44)	36	(24)	21	(14)	43	(29)
	< 33	87	5	(2)	17	(7)	78	(32)	23	(15)	24	(16)	53	(35)
8 Receptive Language	17-19	85	38	(18)	11	(5)	51	(24)	78	(43)	5	(3)	16	(9)
	16	86	20	(10)	0	(0)	80	(39)	54	(36)	13	(9)	33	(22)
	< 16	87	27	(11)	2	(1)	71	(29)	41	(27)	21	(14)	38	(25)
10 Grouping	4	85	43	(20)	34	(16)	23	(11)	84	(46)	15	(8)	2	(1)
	3	86	10	(5)	55	(27)	35	(17)	87	(58)	12	(8)	1	(1)
	< 3	87	34	(14)	39	(16)	27	(11)	71	(47)	21	(14)	8	(5)
11 Comparison	*	85	--	--	45	(21)	55	(26)	--	--	93	(51)	7	(4)
	2	86	--	--	31	(15)	69	(34)	--	--	66	(44)	34	(23)
	< 2	87	--	--	46	(19)	54	(22)	--	--	68	(45)	32	(21)
12 Ordering	14-16	85	9	(4)	9	(4)	83	(39)	38	(21)	24	(13)	38	(21)
	13	86	2	(1)	6	(3)	92	(45)	36	(24)	19	(13)	45	(30)
	< 13	87	2	(1)	7	(3)	90	(37)	30	(20)	26	(17)	44	(29)
14 Story Comprehension	11-13	85	9	(4)	21	(10)	70	(33)	44	(24)	20	(11)	36	(20)
	10	86	22	(11)	10	(5)	67	(33)	37	(25)	16	(11)	46	(31)
	< 10	87	27	(11)	12	(5)	61	(25)	32	(21)	21	(14)	47	(31)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

MARY FORD ELEMENTARY

			Kindergarten						Grade 1					
			Ready		Borderline		Not Ready		Ready		Borderline		Not Ready	
Obj.	Ready Borderln Not Ready	Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	75	(40)	6	(3)	19	(10)	53	(36)	31	(21)	16	(11)
	5	86	62	(32)	6	(3)	33	(17)	68	(43)	13	(8)	19	(12)
	< 5	87	64	(29)	9	(4)	27	(12)	44	(23)	27	(14)	29	(15)
2 Fine Motor	9	85	2	(1)	8	(4)	91	(48)	19	(13)	35	(24)	46	(31)
	8	86	2	(1)	2	(1)	96	(50)	17	(11)	59	(37)	24	(15)
	< 8	87	4	(2)	2	(1)	93	(42)	29	(15)	44	(23)	27	(14)
3 Visual Memory	4-6	85	2	(1)	15	(8)	83	(44)	10	(7)	34	(23)	56	(38)
	3	86	10	(5)	17	(9)	73	(38)	24	(15)	40	(25)	37	(23)
	< 3	87	4	(2)	20	(9)	76	(34)	42	(22)	21	(11)	37	(19)
4 Visual Discrimination	18	85	8	(4)	15	(8)	77	(41)	13	(9)	28	(19)	59	(40)
	17	86	0	(0)	13	(7)	87	(45)	29	(18)	38	(24)	33	(21)
	< 17	87	2	(1)	9	(4)	89	(40)	31	(16)	38	(20)	31	(16)
5 Auditory Memory	7-10	85	9	(5)	25	(13)	66	(35)	29	(20)	19	(13)	51	(35)
	6 or 5	86	6	(3)	25	(13)	69	(36)	41	(26)	29	(18)	30	(19)
	< 5	87	18	(8)	20	(9)	62	(28)	21	(11)	37	(19)	42	(22)
6 Auditory Discrimination	9	85	13	(7)	38	(20)	49	(26)	3	(2)	25	(17)	72	(49)
	8	86	12	(6)	31	(16)	58	(30)	19	(12)	46	(29)	35	(22)
	< 8	87	18	(8)	33	(15)	49	(22)	25	(13)	33	(17)	42	(22)
7 Expressive Language	34-40	85	2	(1)	9	(5)	89	(47)	16	(11)	24	(16)	60	(41)
	31-33	86	0	(0)	8	(4)	92	(48)	37	(23)	17	(11)	46	(29)
	< 33	87	4	(2)	13	(6)	82	(37)	33	(17)	27	(14)	40	(21)
8 Receptive Language	17-19	85	11	(6)	13	(7)	75	(40)	31	(21)	13	(9)	56	(38)
	16	86	10	(5)	13	(7)	77	(40)	49	(31)	17	(11)	33	(21)
	< 16	87	16	(7)	4	(2)	80	(36)	25	(13)	25	(13)	50	(26)
10 Grouping	4	85	36	(19)	32	(17)	32	(17)	49	(33)	34	(23)	18	(12)
	3	86	31	(16)	44	(23)	25	(13)	75	(47)	19	(12)	6	(4)
	< 3	87	40	(18)	42	(19)	18	(8)	54	(28)	33	(17)	13	(7)
11 Comparison	*	85	--	--	38	(20)	62	(33)	--	--	35	(24)	65	(44)
	2	86	--	--	25	(13)	75	(39)	--	--	67	(42)	33	(21)
	< 2	87	--	--	38	(17)	62	(28)	--	--	56	(29)	44	(23)
12 Ordering	14-16	85	2	(1)	6	(3)	92	(49)	26	(18)	13	(9)	60	(41)
	13	86	2	(1)	4	(2)	94	(49)	24	(15)	6	(4)	70	(44)
	< 13	87	2	(1)	0	(0)	98	(44)	42	(22)	12	(6)	46	(24)
14 Story Comprehension	11-13	85	11	(6)	13	(7)	75	(40)	31	(21)	16	(11)	53	(36)
	10	86	25	(13)	33	(17)	42	(22)	27	(17)	27	(17)	46	(29)
	< 10	87	13	(6)	24	(11)	62	(28)	38	(20)	23	(12)	38	(20)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

FRASER ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten Ready %	(N)	Kindergarten Borderline %	(N)	Kindergarten Not Ready %	(N)	Grade 1 Ready %	(N)	Grade 1 Borderline %	(N)	Grade 1 Not Ready %	(N)
1 Gross Motor	6	85	69	(60)	17	(15)	14	(12)	47	(49)	21	(22)	32	(34)
	5	86	23	(18)	18	(14)	59	(46)	62	(74)	18	(22)	19	(23)
	< 5	87	51	(48)	17	(16)	32	(30)	69	(75)	13	(14)	18	(19)
2 Fine Motor	9	85	1	(1)	7	(6)	92	(80)	26	(27)	39	(41)	35	(37)
	8	86	1	(1)	3	(2)	96	(75)	26	(31)	32	(38)	42	(50)
	< 8	87	5	(5)	12	(11)	83	(78)	31	(33)	38	(41)	31	(34)
3 Visual Memory	4-6	85	15	(13)	23	(20)	62	(54)	40	(42)	26	(27)	34	(36)
	3	86	36	(28)	15	(12)	49	(38)	38	(45)	29	(35)	33	(39)
	< 3	87	16	(15)	31	(29)	53	(50)	40	(43)	27	(29)	33	(36)
4 Visual Discrimination	18	85	3	(3)	10	(9)	86	(75)	29	(30)	29	(30)	43	(45)
	17	86	8	(6)	9	(7)	83	(65)	24	(28)	29	(35)	47	(56)
	< 17	87	7	(7)	12	(11)	81	(76)	18	(19)	37	(40)	45	(49)
5 Auditory Memory	7-10	85	7	(6)	22	(19)	71	(62)	45	(47)	37	(39)	18	(19)
	6 or 5	86	8	(6)	17	(13)	76	(59)	45	(53)	26	(31)	29	(35)
	< 5	87	15	(14)	17	(16)	68	(64)	41	(44)	38	(41)	21	(23)
6 Auditory Discrimination	9	85	5	(4)	21	(18)	75	(65)	33	(35)	40	(42)	27	(28)
	8	86	10	(8)	18	(14)	72	(56)	28	(33)	35	(42)	37	(44)
	< 8	87	19	(18)	20	(19)	61	(57)	24	(26)	41	(44)	35	(38)
7 Expressive Language	34-40	85	8	(7)	14	(12)	78	(68)	35	(37)	25	(26)	40	(42)
	31-33	86	4	(3)	13	(10)	83	(65)	38	(45)	23	(27)	40	(47)
	< 33	87	9	(8)	10	(9)	82	(77)	31	(34)	26	(28)	43	(46)
8 Receptive Language	17-19	85	18	(16)	11	(10)	70	(61)	55	(58)	16	(17)	29	(30)
	16	86	9	(7)	6	(5)	85	(66)	61	(73)	13	(15)	26	(31)
	< 16	87	17	(16)	19	(18)	64	(60)	51	(55)	15	(16)	34	(37)
10 Grouping	4	85	28	(24)	44	(38)	29	(25)	65	(68)	29	(30)	7	(7)
	3	86	38	(30)	44	(34)	18	(14)	68	(81)	26	(31)	6	(7)
	< 3	87	26	(24)	33	(31)	41	(39)	66	(71)	26	(28)	8	(9)
11 Comparison	*	85	--	--	31	(27)	69	(60)	--	--	67	(70)	33	(35)
	2	86	--	--	55	(43)	45	(35)	--	--	64	(76)	36	(43)
	< 2	87	--	--	30	(28)	70	(66)	--	--	63	(68)	37	(40)
12 Ordering	14-16	85	1	(1)	3	(3)	95	(83)	32	(34)	13	(14)	54	(57)
	13	86	4	(3)	8	(6)	88	(69)	27	(32)	18	(22)	55	(65)
	< 13	87	2	(2)	2	(2)	96	(90)	31	(34)	16	(17)	53	(57)
14 Story Comprehension	11-13	85	11	(10)	10	(9)	78	(68)	52	(55)	20	(21)	28	(29)
	10	86	14	(11)	13	(10)	73	(57)	37	(44)	20	(24)	43	(51)
	< 10	87	5	(5)	17	(16)	78	(73)	34	(37)	22	(24)	44	(47)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

FRIERSON ELEMENTARY

			Kindergarten						Grade 1					
Obj.	Ready Borderln Not Ready	Yr	Ready %	(N)	Border-line %	(N)	Not Ready %	(N)	Ready %	(N)	Border-line %	(N)	Not Ready %	(N)
1 Gross Motor	6	85	9	(3)	9	(3)	83	(29)	66	(35)	19	(10)	15	(8)
	5	86	11	(5)	16	(7)	73	(33)	50	(25)	26	(13)	24	(12)
	< 5	87	0	(0)	7	(2)	93	(26)	67	(37)	15	(8)	18	(10)
2 Fine Motor	9	85	9	(3)	9	(3)	83	(29)	45	(24)	34	(18)	21	(11)
	8	86	0	(0)	0	(0)	100	(45)	32	(16)	24	(12)	44	(22)
	< 8	87	0	(0)	0	(0)	100	(28)	25	(14)	42	(23)	33	(18)
3 Visual Memory	4-6	85	6	(2)	40	(14)	54	(19)	34	(18)	23	(12)	43	(23)
	3	86	13	(6)	24	(11)	62	(28)	22	(11)	34	(17)	44	(22)
	< 3	87	14	(4)	11	(3)	75	(21)	24	(13)	38	(21)	38	(21)
4 Visual Discrimination	18	85	6	(2)	20	(7)	74	(26)	43	(23)	34	(18)	23	(12)
	17	86	2	(1)	13	(6)	84	(38)	42	(21)	34	(17)	24	(12)
	< 17	87	11	(3)	7	(2)	82	(23)	31	(17)	27	(15)	42	(23)
5 Auditory Memory	7-10	85	6	(2)	23	(8)	71	(25)	43	(23)	21	(11)	36	(19)
	6 or 5	86	2	(1)	4	(2)	93	(42)	46	(23)	34	(17)	20	(10)
	< 5	87	4	(1)	11	(3)	86	(24)	45	(25)	25	(14)	29	(16)
6 Auditory Discrimination	9	85	0	(0)	23	(8)	77	(27)	42	(22)	30	(16)	28	(15)
	8	86	0	(0)	13	(6)	87	(39)	22	(11)	46	(23)	32	(16)
	< 8	87	7	(2)	11	(3)	82	(23)	33	(18)	35	(19)	33	(18)
7 Expressive Language	34-40	85	6	(2)	17	(6)	77	(27)	34	(18)	36	(19)	30	(16)
	31-33	86	2	(1)	4	(2)	93	(42)	28	(14)	24	(12)	48	(24)
	< 33	87	4	(1)	0	(0)	96	(27)	33	(18)	22	(12)	45	(25)
8 Receptive Language	17-19	85	17	(6)	17	(6)	66	(23)	47	(25)	25	(13)	28	(15)
	16	86	4	(2)	9	(4)	87	(39)	46	(23)	20	(10)	34	(17)
	< 16	87	11	(3)	7	(2)	82	(23)	55	(30)	16	(9)	29	(16)
10 Grouping	4	85	46	(16)	40	(14)	14	(5)	60	(32)	30	(16)	9	(5)
	3	86	18	(8)	44	(20)	38	(17)	56	(28)	38	(19)	6	(3)
	< 3	87	21	(6)	50	(14)	29	(8)	64	(35)	24	(13)	13	(7)
11 Comparison	*	85	--	--	46	(16)	54	(19)	--	--	55	(29)	45	(24)
	2	86	--	--	24	(11)	76	(34)	--	--	38	(19)	62	(31)
	< 2	87	--	--	18	(5)	82	(23)	--	--	56	(31)	44	(24)
12 Ordering	14-16	85	3	(1)	3	(1)	94	(33)	47	(25)	8	(4)	45	(24)
	13	86	11	(5)	9	(4)	80	(36)	36	(18)	18	(9)	46	(23)
	< 13	87	0	(0)	7	(2)	93	(26)	25	(14)	4	(2)	71	(39)
14 Story Comprehension	11-13	85	3	(1)	11	(4)	86	(30)	38	(20)	23	(12)	40	(21)
	10	86	2	(1)	11	(5)	87	(39)	36	(18)	24	(12)	40	(20)
	< 10	87	25	(7)	14	(4)	61	(17)	40	(22)	20	(11)	40	(22)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

GOODWIN ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	35	(39)	5	(6)	60	(68)	61	(113)	13	(24)	26	(49)
	5	86	36	(47)	5	(7)	58	(75)	59	(120)	16	(32)	25	(50)
	< 5	87	50	(64)	9	(11)	42	(54)	65	(119)	11	(20)	24	(44)
2 Fine Motor	9	85	19	(22)	19	(21)	62	(70)	46	(85)	38	(70)	17	(31)
	8	86	9	(11)	21	(27)	71	(91)	38	(77)	36	(73)	26	(52)
	< 8	87	9	(11)	17	(22)	74	(96)	49	(90)	31	(56)	20	(37)
3 Visual Memory	4-6	85	14	(16)	20	(23)	65	(74)	23	(43)	35	(65)	42	(78)
	3	86	15	(19)	28	(36)	57	(74)	28	(56)	31	(63)	41	(83)
	< 3	87	24	(31)	29	(37)	47	(61)	30	(55)	29	(53)	41	(75)
4 Visual Discrimination	18	85	11	(12)	24	(27)	65	(74)	34	(64)	44	(81)	22	(41)
	17	86	15	(19)	22	(28)	64	(82)	42	(84)	37	(74)	22	(44)
	< 17	87	9	(11)	28	(36)	64	(82)	40	(73)	38	(69)	22	(41)
5 Auditory Memory	7-10	85	10	(11)	20	(23)	70	(79)	40	(74)	37	(68)	24	(44)
	6 or 5	86	13	(17)	16	(21)	71	(91)	38	(76)	29	(59)	33	(67)
	< 5	87	22	(28)	23	(30)	55	(71)	50	(92)	30	(54)	20	(37)
6 Auditory Discrimination	9	85	27	(30)	30	(34)	43	(49)	40	(74)	36	(67)	24	(45)
	8	86	28	(36)	33	(42)	40	(51)	36	(72)	38	(77)	26	(53)
	< 8	87	18	(23)	29	(38)	53	(68)	49	(90)	28	(52)	22	(41)
7 Expressive Language	34-40	85	27	(30)	19	(21)	55	(62)	48	(90)	27	(51)	24	(45)
	31-33	86	19	(24)	19	(25)	62	(80)	51	(102)	24	(49)	25	(51)
	< 33	87	27	(35)	17	(22)	56	(72)	51	(93)	24	(43)	26	(47)
8 Receptive Language	17-19	85	11	(12)	13	(15)	76	(86)	46	(86)	15	(28)	39	(72)
	16	86	16	(20)	12	(16)	72	(93)	51	(103)	12	(24)	37	(75)
	< 16	87	26	(33)	11	(14)	64	(82)	63	(116)	11	(21)	25	(46)
10 Grouping	4	85	44	(50)	38	(43)	18	(20)	65	(121)	29	(54)	6	(11)
	3	86	38	(49)	47	(61)	15	(19)	66	(133)	30	(61)	4	(8)
	< 3	87	41	(53)	42	(54)	17	(22)	74	(136)	24	(43)	2	(4)
11 Comparison	*	85	--	--	42	(48)	58	(65)	--	--	66	(123)	34	(63)
	2	86	--	--	39	(50)	61	(79)	--	--	63	(128)	37	(74)
	< 2	87	--	--	49	(63)	51	(66)	--	--	68	(124)	32	(59)
12 Ordering	14-16	85	14	(16)	7	(8)	79	(89)	46	(86)	12	(23)	41	(77)
	13	86	17	(22)	10	(13)	73	(94)	38	(76)	17	(34)	46	(92)
	< 13	87	12	(16)	13	(17)	74	(96)	55	(101)	13	(23)	32	(59)
14 Story Comprehension	11-13	85	27	(31)	23	(26)	50	(56)	48	(89)	13	(25)	39	(72)
	10	86	30	(39)	15	(19)	55	(71)	45	(90)	13	(27)	42	(85)
	< 10	87	29	(38)	16	(21)	54	(70)	54	(99)	13	(23)	33	(61)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

HARBOR VIEW ELEMENTARY

			Kindergarten						Grade 1					
			Ready		Borderline		Not Ready		Ready		Borderline		Not Ready	
Obj.	Ready Borderln Not Ready	Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	8	(5)	26	(17)	66	(43)	73	(81)	14	(16)	13	(14)
	5	86	37	(27)	20	(12)	43	(26)	62	(66)	11	(12)	26	(28)
	< 5	87	45	(32)	15	(11)	39	(28)	72	(83)	12	(14)	16	(19)
2 Fine Motor	9	85	11	(7)	17	(11)	72	(47)	53	(59)	28	(31)	19	(21)
	8	86	3	(2)	15	(9)	82	(49)	55	(58)	25	(26)	21	(22)
	< 8	87	3	(2)	11	(8)	86	(61)	44	(51)	30	(35)	26	(30)
3 Visual Memory	4-6	85	23	(15)	28	(18)	49	(32)	19	(21)	22	(24)	59	(66)
	3	86	13	(8)	25	(15)	62	(37)	29	(31)	35	(37)	36	(38)
	< 3	87	15	(11)	25	(18)	59	(42)	22	(26)	34	(40)	43	(50)
4 Visual Discrimination	18	85	5	(3)	29	(19)	66	(43)	34	(38)	45	(50)	21	(23)
	17	86	10	(6)	17	(10)	73	(44)	47	(50)	36	(38)	17	(18)
	< 17	87	10	(7)	14	(10)	76	(54)	41	(47)	30	(35)	29	(34)
5 Auditory Memory	7-10	85	15	(10)	12	(8)	72	(47)	59	(65)	26	(29)	15	(17)
	6 or 5	86	13	(8)	13	(8)	73	(44)	61	(65)	19	(20)	20	(21)
	< 5	87	13	(9)	21	(15)	66	(47)	62	(72)	15	(17)	23	(27)
6 Auditory Discrimination	9	85	14	(9)	34	(22)	52	(34)	49	(54)	25	(28)	26	(29)
	8	86	17	(10)	32	(19)	52	(31)	42	(45)	29	(31)	28	(30)
	< 8	87	23	(16)	35	(25)	42	(30)	59	(68)	29	(34)	12	(14)
7 Expressive Language	34-40	85	17	(11)	17	(11)	66	(43)	53	(59)	23	(25)	24	(27)
	31-33	86	10	(6)	12	(7)	78	(47)	62	(66)	20	(21)	18	(19)
	< 33	87	15	(11)	15	(11)	69	(49)	61	(71)	22	(26)	16	(19)
8 Receptive Language	17-19	85	18	(12)	6	(4)	75	(49)	70	(78)	14	(15)	16	(18)
	16	86	18	(11)	7	(4)	75	(45)	66	(70)	8	(9)	25	(27)
	< 16	87	18	(13)	11	(8)	70	(50)	68	(79)	9	(10)	23	(27)
10 Grouping	4	85	54	(35)	31	(20)	15	(10)	68	(75)	28	(31)	6	(5)
	3	86	27	(16)	50	(30)	23	(14)	74	(78)	21	(22)	6	(6)
	< 3	87	41	(29)	44	(31)	15	(11)	69	(80)	28	(32)	3	(4)
11 Comparison	*	85	--	--	48	(31)	52	(34)	--	--	67	(74)	33	(37)
	2	86	--	--	32	(19)	68	(41)	--	--	69	(73)	31	(33)
	< 2	87	--	--	48	(34)	52	(37)	--	--	66	(76)	34	(40)
12 Ordering	14-16	85	9	(6)	14	(9)	77	(50)	41	(45)	10	(11)	50	(55)
	13	86	8	(5)	8	(5)	83	(50)	42	(45)	14	(15)	43	(46)
	< 13	87	10	(7)	6	(4)	85	(60)	50	(58)	16	(19)	34	(39)
14 Story Comprehension	11-13	85	17	(11)	5	(3)	78	(51)	55	(61)	16	(18)	29	(32)
	10	86	10	(6)	17	(10)	73	(44)	61	(65)	14	(15)	25	(26)
	< 10	87	23	(16)	13	(9)	65	(46)	59	(68)	16	(19)	25	(29)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

MINNIE HUGHES ELEMENTARY

			Kindergarten						Grade 1					
bj.	Ready Borderln Not Ready	Yr	Ready %	(N)	Border-line %	(N)	Not Ready %	(N)	Ready %	(N)	Border-line %	(N)	Not Ready %	(N)
1 ross otor	6	85	32	(14)	7	(3)	61	(27)	48	(30)	22	(14)	30	(19)
	5	86	45	(18)	18	(7)	38	(15)	63	(40)	19	(12)	19	(12)
	< 5	87	63	(34)	7	(4)	30	(16)	83	(62)	7	(5)	11	(8)
2 ine tor	9	85	14	(6)	16	(7)	70	(31)	29	(18)	48	(30)	24	(15)
	8	86	0	(0)	28	(11)	73	(29)	33	(21)	45	(29)	22	(14)
	< 8	87	7	(4)	26	(14)	67	(36)	21	(16)	51	(38)	28	(21)
3 isual mory	4-6	85	9	(4)	25	(11)	66	(29)	17	(11)	22	(14)	60	(38)
	3	86	23	(9)	28	(11)	50	(20)	17	(11)	28	(18)	55	(35)
	< 3	87	11	(6)	24	(13)	65	(35)	23	(17)	27	(20)	51	(38)
4 isual iscri- ination	18	85	5	(2)	20	(9)	75	(33)	37	(23)	40	(25)	24	(15)
	17	86	13	(5)	15	(6)	73	(29)	38	(24)	30	(19)	33	(21)
	< 17	87	0	(0)	24	(13)	76	(41)	43	(32)	21	(16)	36	(27)
5 uditory emory	7-10	85	2	(1)	11	(5)	86	(38)	14	(9)	29	(18)	57	(36)
	6 or 5	86	0	(0)	23	(9)	78	(31)	13	(8)	17	(11)	70	(45)
	< 5	87	4	(2)	9	(5)	87	(47)	33	(25)	23	(17)	44	(33)
6 Auditory iscri- ination	9	85	9	(4)	14	(6)	77	(34)	24	(15)	25	(16)	51	(32)
	8	86	3	(1)	15	(6)	83	(33)	28	(18)	31	(20)	41	(26)
	< 8	87	2	(1)	17	(9)	81	(44)	41	(31)	32	(24)	27	(20)
7 xpress- ive Language	34-40	85	0	(0)	18	(8)	82	(36)	21	(13)	21	(13)	59	(37)
	31-33	86	3	(1)	8	(3)	90	(36)	28	(18)	23	(15)	48	(31)
	< 33	87	4	(2)	11	(6)	85	(46)	24	(18)	27	(20)	49	(37)
8 ecep- tive Language	17-19	85	9	(4)	7	(3)	84	(37)	43	(27)	14	(9)	43	(27)
	16	86	13	(5)	8	(3)	80	(32)	39	(25)	19	(12)	42	(27)
	< 16	87	6	(3)	19	(10)	76	(41)	44	(33)	11	(8)	45	(34)
10 rouping	4	85	9	(4)	32	(14)	59	(26)	63	(40)	29	(18)	8	(5)
	3	86	18	(7)	50	(20)	33	(13)	55	(35)	27	(17)	19	(12)
	< 3	87	26	(14)	52	(28)	22	(12)	52	(39)	36	(27)	12	(9)
11 Compari- son	*	85	--	--	14	(6)	86	(38)	--	--	67	(42)	33	(21)
	2	86	--	--	28	(11)	73	(29)	--	--	70	(45)	30	(19)
	< 2	87	--	--	28	(15)	72	(39)	--	--	67	(50)	33	(25)
12 Ordering	14-16	85	2	(1)	0	(0)	98	(43)	17	(11)	3	(2)	79	(50)
	13	86	0	(0)	5	(2)	95	(38)	22	(14)	8	(5)	70	(45)
	< 13	87	2	(1)	2	(1)	96	(52)	21	(16)	17	(13)	61	(46)
14 tory Compre- hension	11-13	85	2	(1)	5	(2)	93	(41)	17	(11)	14	(9)	68	(43)
	10	86	8	(3)	13	(5)	80	(32)	33	(21)	11	(7)	56	(36)
	< 10	87	6	(3)	7	(4)	87	(47)	33	(25)	9	(7)	57	(43)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

HUNLEY PARK ELEMENTARY

			Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.	Ready Borderln Not Ready	Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	40	(36)	9	(8)	52	(47)	71	(83)	9	(10)	21	(24)
	5	86	38	(40)	8	(8)	55	(58)	63	(61)	10	(10)	27	(26)
	< 5	87	29	(30)	7	(7)	65	(68)	63	(80)	21	(27)	15	(19)
2 Fine Motor	9	85	4	(4)	9	(8)	87	(79)	38	(44)	34	(40)	28	(33)
	8	86	6	(6)	19	(20)	75	(80)	41	(40)	34	(33)	25	(24)
	< 8	87	5	(5)	13	(14)	82	(86)	40	(50)	41	(52)	19	(24)
3 Visual Memory	4-6	85	7	(6)	15	(14)	78	(71)	15	(18)	38	(44)	47	(55)
	3	86	8	(9)	22	(23)	70	(74)	25	(24)	26	(25)	49	(48)
	< 3	87	5	(5)	21	(22)	74	(78)	29	(37)	32	(40)	39	(49)
4 Visual Discrimination	18	85	11	(10)	23	(21)	66	(60)	32	(37)	42	(49)	27	(31)
	17	86	16	(17)	26	(28)	58	(61)	38	(37)	35	(34)	27	(26)
	< 17	87	11	(12)	26	(27)	63	(66)	36	(45)	41	(52)	23	(29)
5 Auditory Memory	7-10	85	14	(13)	20	(18)	66	(60)	48	(56)	23	(27)	29	(34)
	6 or 5	86	8	(8)	21	(22)	72	(76)	55	(53)	25	(24)	21	(20)
	< 5	87	8	(8)	14	(15)	78	(82)	51	(64)	24	(30)	25	(32)
6 Auditory Discrimination	9	85	24	(22)	26	(24)	49	(45)	41	(48)	39	(46)	20	(23)
	8	86	16	(17)	25	(26)	59	(63)	48	(47)	28	(27)	24	(23)
	< 8	87	14	(15)	26	(27)	60	(63)	56	(71)	22	(28)	21	(27)
7 Expressive Language	34-40	85	15	(14)	15	(14)	69	(63)	45	(53)	23	(27)	32	(37)
	31-33	86	13	(14)	19	(20)	68	(72)	48	(47)	24	(23)	28	(27)
	< 33	87	18	(19)	17	(18)	65	(68)	51	(64)	25	(31)	25	(31)
8 Receptive Language	17-19	85	15	(14)	14	(13)	70	(64)	54	(63)	15	(17)	32	(37)
	16	86	11	(12)	16	(17)	73	(77)	52	(50)	24	(23)	25	(24)
	< 16	87	13	(14)	9	(9)	78	(82)	58	(73)	13	(16)	29	(37)
10 Grouping	4	85	45	(41)	37	(34)	18	(16)	71	(83)	28	(33)	1	(1)
	3	86	43	(46)	36	(38)	21	(22)	68	(66)	29	(28)	3	(3)
	< 3	87	38	(40)	44	(46)	18	(19)	72	(91)	24	(30)	4	(5)
11 Comparison	*	85	--	--	40	(36)	60	(55)	--	--	68	(79)	32	(38)
	2	86	--	--	34	(36)	66	(70)	--	--	67	(65)	33	(32)
	< 2	87	--	--	38	(40)	62	(65)	--	--	70	(88)	30	(38)
12 Ordering	14-16	85	7	(6)	11	(10)	82	(75)	44	(52)	11	(13)	44	(52)
	13	86	12	(13)	7	(7)	81	(86)	37	(36)	18	(17)	45	(44)
	< 13	87	15	(16)	4	(4)	81	(85)	46	(58)	14	(18)	40	(50)
14 Story Comprehension	11-13	85	18	(16)	13	(12)	69	(63)	50	(59)	19	(22)	31	(36)
	10	86	10	(11)	20	(21)	70	(74)	41	(40)	21	(20)	38	(37)
	< 10	87	13	(14)	12	(13)	74	(78)	42	(53)	19	(24)	39	(49)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

LADSON ELEMENTARY

			Kindergarten						Grade 1					
	Ready Borderin Not Ready		Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.		Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	23	(21)	11	(10)	66	(61)	46	(44)	14	(13)	40	(38)
	5	86	25	(19)	14	(11)	61	(46)	56	(63)	17	(19)	27	(31)
	< 5	87	39	(33)	12	(10)	49	(42)	62	(66)	14	(15)	24	(26)
2 Fine Motor	9	85	5	(5)	9	(8)	86	(79)	42	(40)	36	(34)	22	(21)
	8	86	4	(3)	9	(7)	87	(66)	38	(43)	34	(38)	28	(32)
	< 8	87	4	(3)	21	(18)	75	(64)	36	(38)	29	(31)	36	(38)
3 Visual Memory	4-6	85	7	(6)	12	(11)	82	(75)	37	(35)	33	(31)	31	(29)
	3	86	5	(4)	22	(17)	72	(55)	26	(29)	32	(36)	42	(48)
	< 3	87	13	(11)	24	(20)	64	(54)	34	(36)	36	(39)	30	(32)
4 Visual Discrimination	18	85	4	(4)	18	(17)	77	(71)	33	(31)	38	(36)	29	(28)
	17	86	5	(4)	18	(14)	76	(58)	35	(39)	33	(37)	33	(37)
	< 17	87	5	(4)	24	(20)	72	(61)	36	(38)	29	(31)	36	(38)
5 Auditory Memory	7-10	85	13	(12)	26	(24)	61	(56)	47	(45)	31	(29)	22	(21)
	6 or 5	86	13	(10)	24	(18)	63	(48)	46	(52)	22	(25)	32	(36)
	< 5	87	14	(12)	26	(22)	60	(51)	36	(38)	29	(31)	36	(38)
6 Auditory Discrimination	9	85	16	(15)	32	(29)	52	(48)	39	(37)	37	(35)	24	(23)
	8	86	11	(8)	24	(18)	66	(50)	50	(57)	26	(29)	24	(27)
	< 8	87	16	(14)	27	(23)	56	(48)	38	(41)	35	(37)	27	(29)
7 Expressive Language	34-40	85	10	(9)	15	(14)	75	(69)	39	(37)	27	(26)	34	(32)
	31-33	86	4	(3)	16	(12)	80	(61)	38	(43)	26	(29)	36	(41)
	< 33	87	16	(14)	24	(20)	60	(51)	39	(42)	22	(24)	38	(41)
8 Receptive Language	17-19	85	11	(10)	13	(12)	76	(70)	54	(51)	16	(15)	31	(29)
	16	86	14	(11)	7	(5)	79	(60)	54	(61)	10	(11)	36	(41)
	< 16	87	14	(12)	15	(13)	71	(60)	45	(48)	15	(16)	40	(43)
10 Grouping	4	85	35	(32)	43	(40)	22	(20)	75	(71)	24	(23)	1	(1)
	3	86	34	(26)	41	(31)	25	(19)	73	(83)	23	(26)	4	(4)
	< 3	87	47	(40)	38	(32)	15	(13)	69	(74)	25	(27)	6	(6)
11 Comparison	*	85	--	--	27	(25)	73	(67)	--	--	66	(63)	34	(32)
	2	86	--	--	25	(19)	75	(57)	--	--	67	(76)	33	(37)
	< 2	87	--	--	38	(32)	62	(53)	--	--	65	(70)	35	(37)
12 Ordering	14-16	85	7	(6)	13	(12)	80	(74)	45	(43)	12	(11)	43	(41)
	13	86	8	(6)	1	(1)	91	(69)	43	(49)	16	(18)	41	(46)
	< 13	87	14	(12)	9	(8)	76	(65)	56	(60)	10	(11)	34	(36)
14 Story Comprehension	11-13	85	8	(7)	12	(11)	80	(74)	51	(48)	15	(14)	35	(33)
	10	86	9	(7)	11	(8)	80	(61)	42	(48)	19	(21)	39	(44)
	< 10	87	18	(15)	18	(15)	65	(55)	50	(54)	19	(20)	31	(33)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

LAMBS ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	37	(40)	11	(12)	52	(57)	57	(70)	20	(25)	22	(27)
	5	86	36	(43)	6	(7)	59	(71)	74	(90)	11	(13)	16	(19)
	< 5	87	38	(38)	13	(13)	50	(50)	63	(82)	15	(20)	22	(29)
2 Fine Motor	9	85	7	(8)	23	(25)	70	(76)	50	(61)	26	(32)	24	(29)
	8	86	8	(10)	17	(21)	74	(90)	65	(79)	29	(35)	7	(8)
	< 8	87	7	(7)	16	(16)	77	(78)	45	(59)	39	(51)	16	(21)
3 Visual Memory	4-6	85	8	(9)	24	(26)	68	(74)	23	(28)	41	(50)	36	(44)
	3	86	16	(19)	23	(28)	61	(74)	30	(37)	22	(27)	48	(58)
	< 3	87	15	(15)	35	(35)	51	(51)	36	(47)	27	(35)	37	(49)
4 Visual Discrimination	18	85	12	(13)	32	(35)	56	(61)	34	(41)	39	(47)	28	(34)
	17	86	13	(16)	24	(29)	63	(76)	48	(59)	34	(42)	17	(21)
	< 17	87	9	(9)	28	(28)	63	(64)	44	(57)	32	(42)	24	(32)
5 Auditory Memory	7-10	85	14	(15)	28	(31)	58	(63)	56	(68)	25	(31)	19	(23)
	6 or 5	86	20	(24)	21	(26)	59	(71)	65	(79)	16	(20)	19	(23)
	< 5	87	17	(17)	29	(29)	54	(55)	54	(71)	28	(37)	18	(23)
6 Auditory Discrimination	9	85	18	(20)	33	(36)	49	(53)	53	(65)	18	(22)	29	(35)
	8	86	26	(32)	34	(41)	40	(48)	56	(68)	27	(33)	17	(21)
	< 8	87	25	(25)	31	(31)	45	(45)	53	(70)	24	(31)	23	(30)
7 Expressive Language	34-40	85	19	(21)	13	(14)	68	(74)	54	(66)	14	(17)	32	(39)
	31-33	86	21	(25)	21	(26)	58	(70)	57	(70)	18	(22)	25	(30)
	< 33	87	14	(14)	20	(20)	66	(67)	63	(83)	20	(26)	17	(22)
8 Receptive Language	17-19	85	31	(34)	10	(11)	59	(64)	60	(73)	11	(13)	30	(36)
	16	86	31	(38)	13	(16)	55	(67)	69	(84)	11	(13)	20	(25)
	< 16	87	25	(25)	16	(16)	59	(60)	67	(88)	15	(19)	18	(24)
10 Grouping	4	85	50	(54)	39	(42)	12	(13)	71	(87)	25	(30)	4	(5)
	3	86	50	(61)	34	(41)	16	(19)	80	(98)	18	(22)	2	(2)
	< 3	87	41	(41)	45	(45)	15	(15)	78	(102)	21	(27)	2	(2)
11 Comparison	*	85	--	--	48	(52)	52	(57)	--	--	71	(87)	29	(35)
	2	86	--	--	47	(57)	53	(64)	--	--	79	(96)	21	(26)
	< 2	87	--	--	39	(39)	61	(62)	--	--	79	(104)	21	(27)
12 Ordering	14-16	85	9	(10)	6	(7)	84	(92)	37	(45)	18	(22)	45	(55)
	13	86	17	(20)	7	(8)	77	(93)	48	(59)	13	(16)	39	(47)
	< 13	87	13	(13)	7	(7)	80	(81)	49	(64)	12	(16)	39	(51)
14 Story Comprehension	11-13	85	25	(27)	20	(22)	55	(60)	52	(64)	12	(15)	35	(43)
	10	86	28	(34)	18	(22)	54	(65)	55	(67)	19	(23)	26	(32)
	< 10	87	29	(29)	14	(14)	57	(58)	60	(79)	20	(26)	20	(26)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

RONALD MCNAIR ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Borderline		Not Ready		Ready		Borderline		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	64	(46)	4	(3)	32	(23)	60	(53)	17	(15)	23	(20)
	5	86	51	(20)	0	(0)	49	(19)	66	(46)	17	(12)	17	(12)
	< 5	87	80	(44)	5	(3)	15	(8)	61	(42)	17	(12)	22	(15)
2 Fine Motor	9	85	0	(0)	11	(8)	89	(64)	25	(22)	39	(34)	36	(32)
	8	86	3	(1)	8	(3)	90	(35)	21	(15)	39	(27)	40	(28)
	< 8	87	7	(4)	11	(6)	82	(45)	28	(19)	32	(22)	41	(28)
3 Visual Memory	4-6	85	4	(3)	8	(6)	88	(63)	19	(17)	25	(22)	56	(49)
	3	86	0	(0)	8	(3)	92	(36)	30	(21)	19	(13)	51	(36)
	< 3	87	60	(33)	5	(3)	35	(19)	36	(25)	32	(22)	32	(22)
4 Visual Discrimination	18	85	8	(6)	15	(11)	76	(55)	17	(15)	27	(24)	56	(49)
	17	86	0	(0)	15	(6)	85	(33)	17	(12)	29	(20)	54	(38)
	< 17	87	7	(4)	24	(13)	69	(38)	29	(20)	26	(18)	45	(31)
5 Auditory Memory	7-10	85	11	(8)	8	(6)	81	(58)	32	(28)	23	(20)	45	(40)
	6 or 5	86	8	(3)	13	(5)	79	(31)	40	(28)	21	(15)	39	(27)
	< 5	87	31	(17)	25	(14)	44	(24)	33	(23)	29	(20)	38	(26)
6 Auditory Discrimination	9	85	7	(5)	7	(5)	86	(62)	13	(11)	41	(36)	47	(41)
	8	86	5	(2)	3	(1)	92	(36)	23	(16)	34	(24)	43	(30)
	< 8	87	7	(4)	20	(11)	73	(40)	20	(14)	38	(26)	42	(29)
7 Expressive Language	34-40	85	6	(4)	17	(12)	78	(56)	28	(25)	19	(17)	52	(46)
	31-33	86	3	(1)	13	(5)	85	(33)	26	(18)	19	(13)	56	(39)
	< 33	87	29	(16)	18	(10)	53	(29)	26	(18)	33	(23)	41	(28)
8 Receptive Language	17-19	85	15	(11)	10	(7)	75	(54)	41	(36)	16	(14)	43	(38)
	16	86	15	(6)	8	(3)	77	(30)	43	(30)	14	(10)	43	(30)
	< 16	87	31	(17)	9	(5)	60	(33)	33	(23)	20	(14)	46	(32)
10 Grouping	4	85	17	(12)	32	(23)	51	(37)	52	(46)	36	(32)	11	(10)
	3	86	26	(10)	36	(14)	38	(15)	44	(31)	36	(25)	20	(14)
	< 3	87	64	(35)	29	(16)	7	(4)	57	(39)	35	(24)	9	(6)
11 Comparison	*	85	--	--	15	(11)	85	(61)	--	--	49	(43)	51	(45)
	2	86	--	--	28	(11)	72	(28)	--	--	44	(31)	56	(39)
	< 2	87	--	--	75	(41)	25	(14)	--	--	51	(35)	49	(34)
12 Ordering	14-16	85	7	(5)	1	(1)	92	(66)	24	(21)	8	(7)	68	(60)
	13	86	3	(1)	0	(0)	97	(38)	24	(17)	10	(7)	66	(46)
	< 13	87	58	(32)	7	(4)	35	(19)	28	(19)	13	(9)	59	(41)
14 Story Comprehension	11-13	85	7	(5)	8	(6)	85	(61)	34	(30)	13	(11)	53	(47)
	10	86	8	(3)	3	(1)	90	(35)	29	(20)	20	(14)	51	(36)
	< 10	87	55	(30)	7	(4)	38	(21)	33	(23)	14	(10)	52	(36)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

MEMMINGER ELEMENTARY

			Kindergarten						Grade 1					
	Ready Borderln Not Ready		Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.		Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	72	(49)	3	(2)	25	(17)	61	(59)	24	(23)	15	(15)
	5	86	67	(45)	10	(7)	22	(15)	66	(68)	13	(13)	21	(22)
	< 5	87	49	(46)	17	(16)	34	(32)	59	(63)	24	(25)	17	(18)
2 Fine Motor	9	85	1	(1)	13	(9)	85	(58)	38	(37)	41	(40)	21	(20)
	8	86	6	(4)	9	(6)	85	(57)	35	(36)	33	(34)	32	(33)
	< 8	87	1	(1)	6	(6)	93	(87)	35	(37)	41	(43)	25	(26)
3 Visual Memory	4-6	85	29	(20)	21	(14)	50	(34)	21	(20)	33	(32)	46	(45)
	3	86	21	(14)	24	(16)	55	(37)	27	(28)	26	(27)	47	(48)
	< 3	87	22	(21)	18	(17)	60	(56)	31	(33)	33	(35)	36	(38)
4 Visual Discrimination	18	85	6	(4)	13	(9)	81	(55)	44	(43)	27	(26)	29	(28)
	17	86	7	(5)	7	(5)	85	(57)	38	(39)	28	(29)	34	(35)
	< 17	87	4	(4)	18	(17)	78	(73)	24	(25)	51	(54)	25	(27)
5 Auditory Memory	7-10	85	19	(13)	25	(17)	56	(38)	47	(46)	27	(26)	26	(25)
	6 or 5	86	9	(6)	30	(20)	61	(41)	56	(58)	18	(19)	25	(26)
	< 5	87	15	(14)	18	(17)	67	(63)	43	(46)	33	(35)	24	(25)
6 Auditory Discrimination	9	85	16	(11)	21	(14)	63	(43)	37	(36)	27	(26)	36	(35)
	8	86	4	(3)	10	(7)	85	(57)	38	(39)	25	(26)	37	(38)
	< 8	87	6	(6)	16	(15)	78	(73)	40	(42)	30	(32)	30	(32)
7 Expressive Language	34-40	85	10	(7)	6	(4)	84	(57)	47	(46)	27	(26)	26	(25)
	31-33	86	7	(5)	9	(6)	84	(56)	51	(53)	14	(14)	35	(36)
	< 33	87	6	(6)	10	(9)	84	(79)	45	(48)	21	(22)	34	(36)
8 Receptive Language	17-19	85	19	(13)	15	(10)	66	(45)	61	(59)	18	(17)	22	(21)
	16	86	10	(7)	13	(9)	76	(51)	66	(68)	11	(11)	23	(24)
	< 16	87	19	(18)	6	(6)	74	(70)	60	(64)	14	(15)	25	(27)
10 Grouping	4	85	25	(17)	35	(24)	40	(27)	76	(74)	19	(18)	5	(5)
	3	86	27	(18)	34	(23)	39	(26)	65	(67)	27	(28)	8	(8)
	< 3	87	27	(25)	41	(39)	32	(30)	78	(83)	15	(16)	7	(7)
11 Comparison	*	85	--	--	26	(18)	74	(50)	--	--	63	(61)	37	(36)
	2	86	--	--	37	(25)	63	(42)	--	--	61	(63)	39	(40)
	< 2	87	--	--	34	(32)	66	(62)	--	--	61	(65)	39	(41)
12 Ordering	14-16	85	0	(0)	6	(4)	94	(64)	46	(45)	13	(13)	40	(39)
	13	86	0	(0)	4	(3)	96	(64)	33	(34)	16	(16)	51	(53)
	< 13	87	2	(2)	3	(3)	95	(89)	31	(33)	14	(15)	55	(58)
14 Story Comprehension	11-13	85	15	(10)	12	(8)	74	(50)	53	(51)	19	(18)	29	(28)
	10	86	6	(4)	9	(6)	85	(57)	41	(42)	14	(14)	46	(47)
	< 10	87	2	(2)	3	(3)	95	(89)	46	(49)	14	(15)	40	(42)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

MIDLAND PARK ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	51	(39)	13	(10)	36	(27)	69	(66)	16	(15)	16	(15)
	5	86	52	(44)	19	(16)	29	(24)	60	(61)	18	(18)	22	(22)
	< 5	87	40	(34)	15	(13)	45	(39)	69	(68)	7	(7)	23	(23)
2 Fine Motor	9	85	4	(3)	13	(10)	83	(63)	25	(24)	46	(44)	29	(28)
	8	86	7	(6)	13	(11)	80	(67)	40	(40)	32	(32)	29	(29)
	< 8	87	2	(2)	8	(7)	90	(77)	35	(34)	37	(36)	29	(28)
3 Visual Memory	4-6	85	22	(17)	28	(21)	50	(38)	18	(17)	31	(30)	51	(49)
	3	86	10	(8)	27	(23)	63	(53)	13	(13)	29	(29)	58	(59)
	< 3	87	12	(10)	22	(19)	66	(57)	9	(9)	41	(40)	50	(49)
4 Visual Discrimination	18	85	7	(5)	21	(16)	72	(55)	35	(34)	39	(37)	26	(25)
	17	86	1	(1)	17	(14)	82	(69)	34	(34)	39	(39)	28	(28)
	< 17	87	1	(1)	12	(10)	87	(75)	35	(34)	32	(31)	34	(33)
5 Auditory Memory	7-10	85	14	(11)	16	(12)	70	(53)	30	(29)	34	(33)	35	(34)
	6 or 5	86	11	(9)	15	(13)	74	(62)	28	(28)	33	(33)	40	(40)
	< 5	87	7	(6)	20	(17)	73	(63)	30	(29)	24	(24)	46	(45)
6 Auditory Discrimination	9	85	13	(10)	39	(30)	47	(36)	28	(27)	45	(43)	27	(26)
	8	86	21	(18)	31	(26)	48	(40)	23	(23)	44	(44)	34	(34)
	< 8	87	16	(14)	43	(37)	41	(35)	38	(37)	38	(37)	24	(24)
7 Expressive Language	34-40	85	11	(8)	9	(7)	80	(61)	43	(41)	25	(24)	32	(31)
	31-33	86	14	(12)	11	(9)	75	(63)	41	(41)	28	(28)	32	(32)
	< 33	87	7	(6)	17	(15)	76	(65)	41	(40)	22	(22)	37	(36)
8 Receptive Language	17-19	85	13	(10)	9	(7)	78	(59)	40	(38)	18	(17)	43	(41)
	16	86	11	(9)	12	(10)	77	(65)	42	(42)	15	(15)	44	(44)
	< 16	87	6	(5)	6	(5)	88	(76)	41	(40)	20	(20)	39	(38)
10 Grouping	4	85	47	(36)	38	(29)	14	(11)	69	(66)	29	(28)	2	(2)
	3	86	36	(30)	50	(42)	14	(12)	65	(66)	31	(31)	4	(4)
	< 3	87	33	(28)	42	(36)	26	(22)	72	(71)	22	(22)	5	(5)
11 Comparison	*	85	--	--	39	(30)	61	(46)	--	--	65	(62)	35	(34)
	2	86	--	--	30	(25)	70	(59)	--	--	57	(58)	43	(43)
	< 2	87	--	--	33	(28)	67	(58)	--	--	64	(63)	36	(35)
12 Ordering	14-16	85	11	(8)	8	(6)	82	(62)	41	(39)	15	(14)	45	(43)
	13	86	6	(5)	7	(6)	87	(73)	33	(33)	12	(12)	55	(56)
	< 13	87	3	(3)	2	(2)	94	(81)	44	(43)	11	(11)	45	(44)
14 Story Comprehension	11-13	85	21	(16)	8	(6)	71	(54)	50	(48)	23	(22)	27	(26)
	10	86	17	(14)	13	(11)	70	(59)	31	(31)	24	(24)	46	(46)
	< 10	87	14	(12)	14	(12)	72	(62)	47	(46)	19	(19)	34	(33)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

MITCHELL ELEMENTARY

			Kindergarten						Grade 1					
	Ready Borderln		Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obi.	Not Ready	Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	51	(59)	9	(10)	40	(46)	63	(82)	12	(16)	25	(32)
	5	86	49	(30)	5	(3)	46	(28)	71	(87)	15	(18)	14	(17)
	< 5	87	43	(24)	4	(2)	54	(30)	69	(63)	12	(11)	19	(17)
2 Fine Motor	9	85	7	(8)	13	(15)	80	(92)	35	(46)	42	(55)	22	(29)
	8	86	7	(4)	16	(10)	77	(47)	31	(38)	48	(58)	21	(26)
	< 8	87	5	(3)	5	(3)	89	(50)	36	(33)	43	(39)	21	(19)
3 Visual Memory	4-6	85	10	(11)	14	(16)	77	(88)	35	(46)	32	(41)	33	(43)
	3	86	3	(2)	25	(15)	72	(44)	48	(59)	25	(30)	27	(33)
	< 3	87	5	(3)	30	(17)	64	(36)	51	(46)	20	(18)	30	(27)
4 Visual Discrimination	18	85	8	(9)	19	(22)	73	(84)	31	(40)	35	(45)	35	(45)
	17	86	8	(5)	16	(10)	75	(46)	34	(41)	30	(36)	37	(45)
	< 17	87	9	(5)	20	(11)	71	(40)	49	(45)	20	(18)	31	(28)
5 Auditory Memory	7-10	85	10	(11)	20	(23)	70	(81)	42	(54)	26	(34)	32	(42)
	6 or 5	86	13	(8)	18	(11)	69	(42)	40	(49)	30	(37)	30	(36)
	< 5	87	18	(10)	21	(12)	61	(34)	49	(45)	25	(23)	25	(23)
6 Auditory Discrimination	9	85	14	(16)	23	(27)	63	(72)	34	(44)	30	(39)	36	(47)
	8	86	15	(9)	34	(21)	51	(31)	39	(47)	26	(32)	35	(43)
	< 8	87	5	(3)	23	(13)	71	(40)	33	(30)	27	(25)	40	(36)
7 Expressive Language	34-40	85	8	(9)	17	(20)	75	(86)	40	(52)	29	(38)	31	(40)
	31-33	86	8	(5)	18	(11)	74	(45)	43	(52)	16	(20)	41	(50)
	< 33	87	5	(3)	25	(14)	70	(39)	38	(35)	26	(24)	35	(32)
8 Receptive Language	17-19	85	17	(20)	10	(12)	72	(83)	47	(61)	18	(23)	35	(46)
	16	86	16	(10)	8	(5)	75	(46)	55	(67)	7	(9)	38	(46)
	< 16	87	16	(9)	20	(11)	64	(36)	55	(50)	18	(16)	27	(25)
10 Grouping	4	85	32	(37)	41	(47)	27	(31)	66	(86)	28	(36)	6	(8)
	3	86	28	(17)	26	(47)	30	(18)	74	(90)	25	(30)	2	(2)
	< 3	87	32	(18)	43	(24)	25	(14)	66	(60)	22	(20)	12	(11)
11 Comparison	*	85	--	--	29	(33)	71	(82)	--	--	62	(80)	38	(50)
	2	86	--	--	20	(12)	80	(49)	--	--	61	(74)	39	(48)
	< 2	87	--	--	29	(16)	71	(40)	--	--	65	(59)	35	(32)
12 Ordering	14-16	85	4	(5)	8	(9)	88	(101)	40	(52)	13	(17)	47	(61)
	13	86	7	(4)	11	(7)	82	(50)	43	(52)	13	(16)	44	(54)
	< 13	87	11	(6)	11	(6)	79	(44)	49	(45)	4	(4)	46	(42)
14 Story Comprehension	11-13	85	17	(20)	14	(16)	69	(79)	42	(54)	14	(18)	45	(58)
	10	86	13	(8)	13	(8)	74	(45)	59	(72)	13	(16)	28	(34)
	< 10	87	9	(5)	14	(8)	77	(43)	57	(52)	10	(9)	33	(30)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

JENNIE MOORE ELEMENTARY

			Kindergarten						Grade 1					
	Ready Borderln Not Ready		Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.		Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	52	(48)	13	(12)	35	(33)	53	(60)	18	(20)	30	(34)
	5	86	54	(73)	22	(30)	24	(33)	63	(77)	19	(23)	18	(22)
	< 5	87	45	(73)	17	(28)	37	(60)	72	(102)	11	(15)	17	(24)
2 Fine Motor	9	85	9	(8)	8	(7)	84	(78)	23	(26)	39	(45)	38	(43)
	8	86	7	(9)	21	(28)	73	(99)	38	(46)	39	(48)	23	(28)
	< 8	87	6	(9)	17	(28)	77	(124)	43	(61)	32	(45)	25	(35)
3 Visual Memory	4-6	85	20	(19)	26	(24)	54	(50)	19	(22)	30	(34)	51	(58)
	3	86	14	(19)	29	(39)	57	(78)	25	(30)	39	(48)	36	(44)
	< 3	87	12	(19)	21	(33)	68	(109)	25	(35)	37	(52)	38	(54)
4 Visual Discrimination	18	85	12	(11)	22	(20)	67	(62)	36	(41)	32	(36)	32	(37)
	17	86	10	(14)	26	(35)	64	(87)	42	(51)	41	(50)	17	(21)
	< 17	87	14	(22)	23	(37)	63	(102)	45	(63)	40	(57)	15	(21)
5 Auditory Memory	7-10	85	11	(10)	26	(24)	63	(59)	36	(41)	38	(43)	26	(30)
	6 or 5	86	15	(20)	19	(26)	66	(90)	48	(59)	25	(31)	26	(32)
	< 5	87	11	(17)	15	(24)	75	(120)	56	(79)	29	(41)	15	(21)
6 Auditory Discrimination	9	85	23	(21)	35	(33)	42	(39)	32	(37)	34	(39)	33	(38)
	8	86	26	(35)	29	(39)	46	(62)	48	(58)	33	(40)	20	(24)
	< 8	87	24	(38)	27	(44)	49	(79)	31	(44)	45	(63)	24	(34)
7 Expressive Language	34-40	85	28	(26)	11	(10)	61	(57)	42	(48)	25	(28)	33	(38)
	31-33	86	29	(40)	16	(22)	54	(74)	57	(69)	18	(22)	25	(31)
	< 33	87	21	(34)	17	(28)	61	(99)	55	(78)	24	(34)	21	(29)
8 Receptive Language	17-19	85	16	(15)	17	(16)	67	(62)	54	(62)	14	(16)	32	(36)
	16	86	22	(30)	21	(28)	57	(78)	56	(68)	18	(22)	26	(32)
	< 16	87	24	(38)	9	(15)	67	(108)	68	(96)	11	(15)	21	(30)
10 Grouping	4	85	43	(40)	38	(35)	19	(18)	71	(81)	21	(24)	8	(9)
	3	86	49	(66)	36	(49)	15	(21)	75	(92)	22	(27)	2	(3)
	< 3	87	48	(78)	39	(62)	13	(21)	73	(103)	23	(33)	4	(5)
11 Comparison	*	85	--	--	56	(52)	44	(41)	--	--	61	(70)	39	(44)
	2	86	--	--	51	(70)	49	(66)	--	--	71	(87)	29	(35)
	< 2	87	--	--	47	(75)	53	(86)	--	--	72	(102)	28	(39)
12 Ordering	14-16	85	12	(11)	11	(10)	77	(72)	34	(39)	18	(20)	48	(55)
	13	86	11	(15)	10	(14)	79	(107)	36	(44)	19	(23)	45	(55)
	< 13	87	16	(26)	8	(13)	76	(122)	40	(57)	21	(29)	39	(55)
14 Story Comprehension	11-13	85	27	(25)	14	(13)	59	(55)	46	(53)	18	(20)	36	(41)
	10	86	32	(44)	12	(16)	56	(76)	56	(68)	18	(22)	26	(32)
	< 10	87	25	(40)	17	(27)	58	(94)	47	(66)	25	(35)	28	(40)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

MT. PLEASANT ACADEMY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten Ready %	(N)	Border-line %	(N)	Not Ready %	(N)	Grade 1 Ready %	(N)	Border-line %	(N)	Not Ready %	(N)
1 Gross Motor	6	85	51	(23)	4	(2)	44	(20)	69	(38)	16	(9)	15	(8)
	5	86	40	(14)	3	(1)	57	(20)	69	(46)	6	(4)	25	(17)
	< 5	87	63	(26)	7	(3)	29	(12)	48	(35)	18	(13)	34	(25)
2 Fine Motor	9	85	13	(6)	18	(8)	69	(31)	55	(30)	25	(14)	20	(11)
	8	86	6	(2)	11	(4)	83	(29)	51	(34)	30	(20)	19	(13)
	< 8	87	10	(4)	24	(10)	66	(27)	45	(33)	33	(24)	22	(16)
3 Visual Memory	4-6	85	4	(2)	31	(14)	64	(29)	22	(12)	40	(22)	38	(21)
	3	86	20	(7)	17	(6)	63	(22)	30	(20)	27	(18)	43	(29)
	< 3	87	7	(3)	34	(14)	59	(24)	23	(17)	30	(22)	47	(34)
4 Visual Discrimination	18	85	13	(6)	29	(13)	58	(26)	42	(23)	42	(23)	16	(9)
	17	86	9	(3)	43	(15)	49	(17)	42	(28)	28	(19)	30	(20)
	< 17	87	15	(6)	24	(10)	61	(25)	44	(32)	40	(29)	16	(12)
5 Auditory Memory	7-10	85	29	(13)	29	(13)	42	(19)	65	(36)	15	(8)	20	(11)
	6 or 5	86	6	(2)	40	(14)	54	(19)	61	(41)	16	(11)	22	(15)
	< 5	87	22	(9)	32	(13)	46	(19)	55	(40)	26	(19)	19	(14)
6 Auditory Discrimination	9	85	42	(19)	31	(14)	27	(12)	53	(29)	38	(21)	9	(5)
	8	86	51	(18)	23	(8)	26	(9)	52	(35)	31	(21)	16	(11)
	< 8	87	34	(14)	22	(9)	44	(18)	55	(40)	34	(25)	11	(8)
7 Expressive Language	34-40	85	24	(11)	20	(9)	56	(25)	65	(36)	16	(9)	18	(10)
	31-33	86	20	(7)	17	(6)	63	(22)	57	(38)	16	(11)	27	(18)
	< 33	87	32	(13)	22	(9)	46	(19)	55	(40)	16	(12)	29	(21)
8 Receptive Language	17-19	85	27	(12)	11	(5)	62	(28)	67	(37)	7	(4)	25	(14)
	16	86	17	(6)	17	(6)	66	(23)	60	(40)	12	(8)	28	(19)
	< 16	87	32	(13)	10	(4)	59	(24)	60	(44)	14	(10)	26	(19)
10 Grouping	4	85	62	(28)	29	(13)	9	(4)	82	(45)	15	(8)	4	(2)
	3	86	46	(16)	43	(15)	11	(4)	82	(55)	18	(12)	0	(0)
	< 3	87	49	(20)	27	(11)	24	(10)	79	(58)	16	(12)	4	(3)
11 Comparison	*	85	--	--	42	(19)	58	(26)	--	--	78	(43)	22	(12
	2	86	--	--	37	(13)	63	(22)	--	--	78	(52)	22	(15)
	< 2	87	--	--	46	(19)	54	(22)	--	--	77	(56)	23	(17
12 Ordering	14-16	85	18	(8)	7	(3)	76	(34)	40	(22)	15	(8)	45	(25)
	13	86	20	(7)	14	(5)	66	(23)	39	(26)	12	(8)	49	(33
	< 13	87	17	(7)	2	(1)	80	(33)	41	(30)	15	(11)	44	(32
14 Story Comprehension	11-13	85	7	(3)	18	(8)	76	(34)	76	(42)	16	(9)	7	(4)
	10	86	11	(4)	14	(5)	74	(26)	63	(42)	12	(8)	25	(17
	< 10	87	17	(7)	15	(6)	68	(28)	49	(36)	22	(16)	29	(21

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

MURRAY-LASAINE ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Borderline		Not Ready		Ready		Borderline		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	55	(50)	5	(5)	40	(36)	66	(83)	13	(17)	21	(26)
	5	86	51	(45)	6	(5)	44	(39)	53	(63)	14	(17)	33	(39)
	< 5	87	26	(24)	9	(8)	65	(59)	62	(85)	14	(20)	24	(33)
2 Fine Motor	9	85	7	(6)	16	(15)	77	(70)	48	(61)	40	(50)	12	(15)
	8	86	9	(8)	18	(16)	73	(65)	36	(43)	34	(40)	30	(36)
	< 8	87	4	(4)	11	(10)	85	(77)	43	(59)	29	(40)	28	(39)
3 Visual Memory	4-6	85	20	(18)	26	(24)	54	(49)	25	(31)	40	(51)	35	(44)
	3	86	11	(10)	28	(25)	61	(54)	25	(30)	34	(41)	40	(48)
	< 3	87	10	(9)	25	(23)	65	(59)	25	(35)	33	(45)	42	(58)
4 Visual Discrimination	18	85	8	(7)	27	(25)	65	(59)	38	(48)	39	(49)	23	(29)
	17	86	16	(14)	24	(21)	61	(54)	28	(33)	34	(41)	38	(45)
	< 17	87	4	(4)	25	(23)	70	(64)	32	(44)	34	(47)	34	(47)
5 Auditory Memory	7-10	85	29	(26)	29	(26)	43	(39)	51	(64)	24	(30)	25	(32)
	6 or 5	86	49	(44)	16	(14)	35	(31)	46	(55)	25	(30)	29	(34)
	< 5	87	15	(14)	19	(17)	66	(60)	52	(72)	22	(30)	26	(36)
6 Auditory Discrimination	9	85	24	(22)	25	(23)	51	(46)	47	(59)	32	(40)	21	(27)
	8	86	29	(26)	19	(17)	52	(46)	33	(39)	33	(39)	34	(41)
	< 8	87	12	(11)	26	(24)	62	(56)	35	(48)	23	(32)	42	(58)
7 Expressive Language	34-40	85	19	(17)	25	(23)	56	(51)	48	(60)	21	(27)	31	(39)
	31-33	86	28	(25)	16	(14)	56	(50)	46	(55)	17	(20)	37	(44)
	< 33	87	16	(15)	14	(13)	69	(63)	38	(53)	27	(37)	35	(48)
8 Receptive Language	17-19	85	44	(40)	9	(8)	47	(43)	55	(69)	16	(20)	29	(37)
	16	86	43	(38)	13	(12)	44	(39)	47	(56)	17	(20)	36	(43)
	< 16	87	22	(20)	13	(12)	65	(59)	57	(78)	14	(19)	30	(41)
10 Grouping	4	85	46	(42)	38	(35)	15	(14)	79	(99)	17	(21)	5	(6)
	3	86	49	(44)	35	(31)	16	(14)	73	(87)	20	(24)	7	(8)
	< 3	87	34	(31)	44	(40)	22	(20)	69	(95)	26	(36)	5	(7)
11 Comparison	*	85	--	--	36	(33)	64	(58)	--	--	71	(90)	29	(36)
	2	86	--	--	40	(36)	60	(53)	--	--	69	(82)	31	(37)
	< 2	87	--	--	27	(25)	73	(66)	--	--	64	(88)	36	(50)
12 Ordering	14-16	85	9	(8)	10	(9)	81	(74)	49	(62)	17	(22)	33	(42)
	13	86	21	(19)	10	(9)	69	(61)	41	(49)	14	(17)	45	(53)
	< 13	87	9	(8)	9	(8)	82	(75)	50	(69)	8	(11)	42	(58)
14 Story Comprehension	11-13	85	16	(15)	12	(11)	71	(65)	57	(72)	15	(19)	28	(35)
	10	86	34	(30)	13	(12)	53	(47)	47	(56)	11	(13)	42	(50)
	< 10	87	14	(13)	8	(7)	78	(71)	41	(57)	24	(33)	35	(48)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

NORTH CHARLESTON ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten Ready %	(N)	Kindergarten Border-line %	(N)	Kindergarten Not Ready %	(N)	Grade 1 Ready %	(N)	Grade 1 Border-line %	(N)	Grade 1 Not Ready %	(N)
1 Gross Motor	6	85	29	(8)	11	(3)	61	(17)	61	(33)	17	(9)	22	(12)
	5	86	22	(13)	14	(8)	64	(38)	55	(36)	12	(8)	33	(22)
	< 5	87	29	(15)	16	(8)	55	(28)	44	(25)	23	(13)	33	(19)
2 Fine Motor	9	85	14	(4)	21	(6)	64	(18)	26	(14)	41	(22)	33	(18)
	8	86	2	(1)	12	(7)	86	(51)	44	(29)	30	(20)	26	(17)
	< 8	87	4	(2)	12	(6)	84	(43)	37	(21)	40	(23)	23	(13)
3 Visual Memory	4-6	85	18	(5)	21	(6)	61	(17)	13	(7)	17	(9)	70	(38)
	3	86	8	(5)	15	(9)	76	(45)	20	(13)	29	(19)	52	(34)
	< 3	87	6	(3)	20	(10)	75	(38)	7	(4)	39	(22)	54	(31)
4 Visual Discrimination	18	85	4	(1)	21	(6)	75	(21)	41	(22)	22	(12)	37	(20)
	17	86	5	(3)	10	(6)	85	(50)	36	(24)	35	(23)	29	(19)
	< 17	87	2	(1)	10	(5)	88	(45)	33	(19)	37	(21)	30	(17)
5 Auditory Memory	7-10	85	14	(4)	29	(8)	57	(16)	19	(10)	37	(20)	44	(24)
	6 or 5	86	12	(7)	14	(8)	75	(44)	38	(25)	27	(18)	35	(23)
	< 5	87	8	(4)	16	(8)	76	(39)	35	(20)	26	(15)	39	(22)
6 Auditory Discrimination	9	85	36	(10)	32	(9)	32	(9)	22	(12)	44	(24)	33	(18)
	8	86	32	(19)	25	(15)	42	(25)	35	(23)	39	(26)	26	(17)
	< 8	87	27	(14)	33	(17)	39	(20)	39	(22)	33	(19)	28	(16)
7 Expressive Language	34-40	85	14	(4)	11	(3)	75	(21)	46	(25)	17	(9)	37	(20)
	31-33	86	8	(5)	8	(5)	83	(49)	62	(41)	17	(11)	21	(14)
	< 33	87	4	(2)	14	(7)	82	(42)	58	(33)	7	(4)	35	(20)
8 Receptive Language	17-19	85	14	(4)	0	(0)	86	(24)	41	(22)	9	(5)	50	(27)
	16	86	3	(2)	14	(8)	83	(49)	47	(31)	17	(11)	36	(24)
	< 16	87	8	(4)	4	(2)	88	(45)	53	(30)	9	(5)	39	(22)
10 Grouping	4	85	32	(9)	43	(12)	25	(7)	70	(38)	24	(13)	6	(3)
	3	86	29	(17)	39	(23)	32	(19)	62	(41)	36	(24)	2	(1)
	< 3	87	25	(13)	53	(27)	22	(11)	75	(43)	21	(12)	4	(2)
11 Comparison	*	85	--	--	32	(9)	68	(19)	--	--	61	(33)	39	(21)
	2	86	--	--	24	(14)	76	(45)	--	--	55	(36)	45	(30)
	< 2	87	--	--	24	(12)	76	(39)	--	--	70	(40)	30	(17
12 Ordering	14-16	85	7	(2)	4	(1)	89	(25)	43	(23)	9	(5)	48	(26
	13	86	7	(4)	12	(7)	81	(48)	45	(30)	11	(7)	44	(29
	< 13	87	4	(2)	0	(0)	96	(49)	42	(24)	11	(6)	47	(27
14 Story Comprehension	11-13	85	21	(6)	0	(0)	79	(22)	44	(24)	22	(12)	33	(18
	10	86	20	(12)	8	(5)	71	(42)	56	(37)	18	(12)	26	(17
	< 10	87	6	(3)	10	(5)	84	(43)	56	(32)	18	(10)	26	(15)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

OAKLAND ELEMENTARY

			Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.	Ready Borderln Not Ready	Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	35	(29)	14	(12)	51	(42)	65	(66)	14	(14)	21	(21)
	5	86	42	(32)	4	(3)	55	(42)	55	(61)	23	(25)	22	(24)
	< 5	87	45	(38)	20	(17)	35	(29)	60	(67)	22	(25)	18	(20)
2 Fine Motor	9	85	10	(8)	16	(13)	75	(62)	51	(51)	41	(41)	9	(9)
	8	86	9	(7)	17	(13)	74	(57)	45	(50)	34	(37)	21	(23)
	< 8	87	7	(6)	14	(12)	79	(66)	37	(41)	39	(44)	24	(27)
3 Visual Memory	4-6	85	23	(19)	29	(24)	48	(40)	15	(15)	32	(32)	53	(54)
	3	86	17	(13)	16	(12)	68	(52)	22	(24)	33	(36)	45	(50)
	< 3	87	12	(10)	26	(22)	62	(52)	16	(18)	32	(36)	52	(58)
4 Visual Discrimination	18	85	6	(5)	25	(21)	69	(57)	30	(30)	46	(46)	25	(25)
	17	86	4	(3)	30	(23)	66	(51)	39	(43)	32	(35)	29	(32)
	< 17	87	7	(6)	21	(18)	71	(60)	39	(44)	35	(39)	26	(29)
5 Auditory Memory	7-10	85	7	(6)	28	(23)	65	(54)	55	(56)	25	(25)	20	(20)
	6 or 5	86	27	(21)	22	(17)	51	(39)	50	(55)	26	(29)	24	(26)
	< 5	87	10	(8)	25	(21)	65	(55)	47	(53)	26	(29)	27	(30)
6 Auditory Discrimination	9	85	16	(13)	28	(23)	57	(47)	46	(46)	36	(36)	19	(19)
	8	86	12	(9)	30	(23)	58	(45)	43	(47)	29	(32)	28	(31)
	< 8	87	7	(6)	35	(29)	58	(49)	38	(43)	28	(31)	34	(38)
7 Expressive Language	34-40	85	28	(23)	14	(12)	58	(48)	51	(52)	20	(20)	29	(29)
	31-33	86	26	(20)	17	(13)	57	(44)	52	(57)	22	(24)	26	(29)
	< 33	87	11	(9)	18	(15)	71	(60)	42	(47)	29	(32)	29	(33)
8 Receptive Language	17-19	85	18	(15)	8	(7)	73	(61)	66	(67)	13	(13)	21	(21)
	16	86	29	(22)	13	(10)	58	(45)	55	(60)	16	(18)	29	(32)
	< 16	87	17	(14)	10	(8)	74	(62)	62	(69)	10	(11)	29	(32)
10 Grouping	4	85	47	(39)	41	(34)	12	(10)	78	(79)	19	(19)	3	(3)
	3	86	47	(36)	34	(26)	19	(15)	74	(81)	23	(25)	4	(4)
	< 3	87	38	(32)	42	(35)	20	(17)	70	(78)	29	(33)	1	(1)
11 Comparison	*	85	--	--	43	(36)	57	(47)	--	--	77	(78)	23	(23)
	2	86	--	--	38	(29)	62	(48)	--	--	70	(77)	30	(33)
	< 2	87	--	--	45	(38)	55	(46)	--	--	70	(78)	30	(34)
12 Ordering	14-16	85	14	(12)	6	(5)	80	(66)	54	(55)	16	(16)	30	(30)
	13	86	22	(17)	12	(9)	66	(51)	42	(46)	16	(18)	42	(46)
	< 13	87	8	(7)	6	(5)	86	(72)	35	(39)	19	(21)	46	(52)
14 Story Comprehension	11-13	85	20	(17)	16	(13)	64	(53)	52	(53)	22	(22)	26	(26)
	10	86	23	(18)	16	(12)	61	(47)	45	(50)	18	(20)	36	(40)
	< 10	87	13	(11)	14	(12)	73	(61)	52	(58)	12	(13)	37	(41)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

ORANGE GROVE ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	49	(43)	16	(14)	35	(31)	42	(64)	20	(31)	38	(58)
	5	86	29	(27)	22	(20)	49	(46)	55	(71)	16	(20)	29	(38)
	< 5	87	52	(44)	9	(8)	39	(33)	49	(74)	22	(33)	30	(45)
2 Fine Motor	9	85	5	(4)	10	(9)	85	(75)	41	(62)	27	(42)	32	(49)
	8	86	4	(4)	19	(18)	76	(71)	38	(49)	37	(48)	25	(32)
	< 8	87	6	(5)	14	(12)	80	(68)	51	(78)	27	(41)	22	(33)
3 Visual Memory	4-6	85	11	(10)	23	(20)	66	(58)	25	(38)	32	(49)	43	(66)
	3	86	10	(9)	19	(18)	71	(66)	24	(31)	36	(47)	40	(51)
	< 3	87	7	(6)	25	(21)	68	(58)	19	(29)	32	(48)	49	(75)
4 Visual Discrimination	18	85	13	(11)	17	(15)	70	(62)	37	(57)	42	(64)	21	(32)
	17	86	6	(6)	27	(25)	67	(62)	38	(49)	44	(57)	18	(23)
	< 17	87	12	(10)	33	(28)	55	(47)	46	(70)	32	(48)	22	(34)
5 Auditory Memory	7-10	85	8	(7)	18	(16)	74	(65)	50	(76)	33	(50)	18	(27)
	6 or 5	86	18	(17)	15	(14)	67	(62)	51	(66)	24	(31)	25	(32)
	< 5	87	9	(8)	18	(15)	73	(62)	56	(85)	22	(33)	22	(34)
6 Auditory Discrimination	9	85	20	(18)	35	(31)	44	(39)	40	(61)	40	(61)	20	(31)
	8	86	24	(22)	20	(19)	56	(52)	50	(65)	36	(47)	13	(17)
	< 8	87	11	(9)	22	(19)	67	(57)	48	(73)	32	(48)	20	(31)
7 Expressive Language	34-40	85	18	(16)	19	(17)	63	(55)	59	(91)	19	(29)	22	(33)
	31-33	86	14	(13)	18	(17)	68	(63)	65	(84)	20	(26)	15	(19)
	< 33	87	15	(13)	19	(16)	66	(56)	61	(92)	16	(24)	24	(36)
8 Receptive Language	17-19	85	16	(14)	13	(11)	72	(63)	64	(98)	16	(24)	20	(31)
	16	86	19	(18)	9	(8)	72	(67)	64	(83)	19	(24)	17	(22)
	< 16	87	22	(19)	9	(8)	68	(58)	62	(94)	16	(25)	22	(33)
10 Grouping	4	85	43	(38)	43	(38)	14	(12)	84	(129)	12	(19)	3	(5)
	3	86	41	(38)	40	(37)	19	(18)	81	(104)	18	(23)	2	(2)
	< 3	87	42	(36)	36	(31)	21	(18)	80	(122)	18	(27)	2	(3)
11 Comparison	*	85	--	--	40	(35)	60	(53)	--	--	72	(110)	28	(43)
	2	86	--	--	26	(24)	74	(69)	--	--	78	(100)	22	(29)
	< 2	87	--	--	31	(26)	69	(59)	--	--	72	(110)	28	(42)
12 Ordering	14-16	85	11	(10)	8	(7)	81	(71)	53	(81)	20	(30)	27	(42)
	13	86	15	(14)	6	(6)	78	(73)	51	(66)	12	(16)	36	(47)
	< 13	87	13	(11)	12	(10)	75	(64)	51	(77)	15	(23)	34	(52)
14 Story Comprehension	11-13	85	11	(10)	5	(4)	84	(74)	58	(88)	18	(27)	25	(38)
	10	86	19	(18)	17	(16)	63	(59)	51	(66)	17	(22)	32	(41)
	< 10	87	8	(7)	22	(19)	69	(59)	51	(77)	18	(28)	31	(47)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

PARK CIRCLE ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten Ready %	(N)	Kindergarten Border-line %	(N)	Kindergarten Not Ready %	(N)	Grade 1 Ready %	(N)	Grade 1 Border-line %	(N)	Grade 1 Not Ready %	(N)
1 Gross Motor	6	85	23	(14)	17	(10)	60	(36)	68	(54)	14	(11)	18	(14)
	5	86	31	(20)	11	(7)	58	(37)	69	(53)	17	(13)	14	(11)
	< 5	87	32	(19)	15	(9)	53	(31)	51	(43)	20	(17)	29	(24)
2 Fine Motor	9	85	2	(1)	5	(3)	93	(56)	32	(25)	38	(30)	30	(24)
	8	86	0	(0)	2	(1)	98	(63)	40	(31)	39	(30)	21	(16)
	< 8	87	2	(1)	3	(2)	95	(56)	38	(32)	40	(34)	21	(18)
3 Visual Memory	4-6	85	32	(19)	22	(13)	47	(28)	34	(27)	37	(29)	29	(23)
	3	86	23	(15)	17	(11)	59	(38)	36	(28)	29	(22)	35	(27)
	< 3	87	22	(13)	22	(13)	56	(33)	18	(15)	37	(31)	45	(38)
4 Visual Discrimination	18	85	7	(4)	10	(6)	83	(50)	37	(29)	32	(25)	32	(25)
	17	86	5	(3)	5	(3)	91	(58)	43	(33)	29	(22)	29	(22)
	< 17	87	7	(4)	15	(9)	78	(46)	25	(21)	43	(36)	32	(27)
5 Auditory Memory	7-10	85	12	(7)	22	(13)	67	(40)	35	(28)	27	(21)	38	(30)
	6 or 5	86	13	(8)	25	(16)	63	(40)	52	(40)	21	(16)	27	(21)
	< 5	87	10	(6)	22	(13)	68	(40)	32	(27)	31	(26)	37	(31)
6 Auditory Discrimination	9	85	30	(18)	23	(14)	47	(28)	33	(26)	28	(22)	39	(31)
	8	86	13	(8)	30	(19)	58	(37)	38	(29)	34	(26)	29	(22)
	< 8	87	22	(13)	36	(21)	42	(25)	30	(25)	35	(29)	36	(30)
7 Expressive Language	34-40	85	12	(7)	10	(6)	78	(47)	38	(30)	32	(25)	30	(24)
	31-33	86	2	(1)	17	(11)	81	(52)	57	(44)	17	(13)	26	(20)
	< 33	87	10	(6)	19	(11)	71	(42)	48	(40)	20	(17)	32	(27)
8 Receptive Language	17-19	85	15	(9)	7	(4)	78	(47)	48	(38)	6	(5)	46	(36)
	16	86	11	(7)	5	(3)	84	(54)	68	(52)	6	(5)	26	(20)
	< 16	87	15	(9)	3	(2)	81	(48)	43	(36)	24	(20)	33	(28)
10 Grouping	4	85	40	(24)	37	(22)	23	(14)	76	(60)	22	(17)	3	(2)
	3	86	34	(22)	44	(28)	22	(14)	78	(60)	18	(14)	4	(3)
	< 3	87	32	(19)	51	(30)	17	(10)	71	(60)	27	(23)	1	(1)
11 Comparison	*	85	--	--	40	(24)	60	(36)	--	--	76	(60)	24	(19)
	2	86	--	--	38	(24)	63	(40)	--	--	75	(58)	25	(19)
	< 2	87	--	--	36	(21)	64	(38)	--	--	68	(57)	32	(27)
12 Ordering	14-16	85	8	(5)	5	(3)	87	(52)	46	(36)	16	(13)	38	(30)
	13	86	2	(1)	3	(2)	95	(61)	48	(37)	16	(12)	36	(28)
	< 13	87	3	(2)	5	(3)	92	(54)	39	(33)	15	(13)	45	(38)
14 Story Comprehension	11-13	85	10	(6)	12	(7)	78	(47)	43	(34)	19	(15)	38	(30)
	10	86	3	(2)	9	(6)	88	(56)	53	(41)	13	(10)	34	(26)
	< 10	87	8	(5)	12	(7)	80	(47)	40	(34)	20	(17)	39	(33)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

PEPPERHILL ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	23	(22)	8	(8)	69	(67)	62	(95)	10	(16)	28	(43)
	5	86	39	(42)	12	(13)	49	(53)	66	(97)	13	(19)	22	(32)
	< 5	87	40	(44)	4	(4)	56	(62)	67	(100)	10	(15)	23	(35)
2 Fine Motor	9	85	4	(4)	13	(13)	82	(80)	37	(57)	38	(59)	25	(38)
	8	86	5	(5)	17	(18)	79	(85)	43	(63)	36	(54)	21	(31)
	< 8	87	2	(2)	16	(18)	82	(90)	44	(66)	37	(55)	19	(29)
3 Visual Memory	4-6	85	16	(16)	15	(15)	68	(66)	28	(43)	27	(41)	45	(70)
	3	86	8	(9)	28	(30)	64	(69)	22	(32)	30	(44)	49	(72)
	< 3	87	13	(14)	27	(30)	60	(66)	26	(39)	33	(49)	41	(62)
4 Visual Discrimination	18	85	6	(6)	10	(10)	84	(81)	40	(61)	35	(54)	25	(39)
	17	86	15	(16)	19	(21)	66	(71)	37	(55)	31	(46)	32	(47)
	< 17	87	4	(4)	21	(23)	75	(83)	42	(63)	37	(55)	21	(32)
5 Auditory Memory	7-10	85	12	(12)	20	(19)	68	(66)	47	(72)	29	(44)	25	(38)
	6 or 5	86	12	(13)	28	(30)	60	(65)	48	(71)	24	(36)	28	(41)
	< 5	87	13	(14)	18	(20)	69	(76)	49	(73)	29	(44)	22	(33)
6 Auditory Discrimination	9	85	7	(7)	39	(38)	54	(52)	33	(51)	38	(59)	29	(44)
	8	86	15	(16)	30	(32)	56	(60)	34	(50)	41	(61)	25	(37)
	< 8	87	18	(20)	20	(22)	62	(68)	33	(49)	33	(49)	35	(52)
7 Expressive Language	34-40	85	9	(9)	7	(7)	84	(81)	45	(69)	26	(40)	29	(45)
	31-33	86	6	(7)	19	(21)	74	(80)	46	(68)	22	(33)	32	(47)
	< 33	87	5	(6)	15	(16)	80	(88)	45	(67)	26	(39)	29	(44)
8 Receptive Language	17-19	85	8	(8)	7	(7)	85	(82)	54	(83)	14	(21)	32	(50)
	16	86	19	(20)	12	(13)	69	(75)	56	(83)	17	(25)	27	(40)
	< 16	87	17	(19)	10	(11)	73	(80)	53	(80)	19	(29)	27	(41)
10 Grouping	4	85	39	(38)	36	(35)	25	(24)	81	(124)	19	(29)	1	(1)
	3	86	41	(44)	41	(44)	19	(20)	74	(109)	24	(35)	3	(4)
	< 3	87	39	(43)	33	(36)	28	(31)	82	(123)	13	(20)	5	(7)
11 Comparison	*	85	--	--	33	(32)	67	(65)	--	--	71	(110)	29	(44)
	2	86	--	--	38	(41)	62	(67)	--	--	68	(101)	32	(47)
	< 2	87	--	--	37	(41)	63	(69)	--	--	68	(102)	32	(48)
12 Ordering	14-16	85	10	(10)	7	(7)	82	(80)	34	(52)	27	(41)	40	(61)
	13	86	5	(5)	10	(11)	85	(92)	42	(62)	15	(22)	43	(64)
	< 13	87	9	(10)	4	(4)	87	(96)	43	(64)	23	(34)	35	(52)
14 Story Comprehension	11-13	85	7	(7)	7	(7)	86	(83)	55	(84)	15	(23)	31	(47)
	10	86	15	(16)	10	(11)	75	(81)	51	(76)	11	(17)	37	(55
	< 10	87	13	(14)	7	(8)	80	(88)	48	(72)	21	(32)	31	(46

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

REMOUNT ROAD ELEMENTARY

			Kindergarten						Grade 1					
	Ready Borderln Not Ready		Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.		Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	58	(48)	12	(10)	30	(25)	65	(73)	13	(14)	22	(25)
	5	86	27	(20)	5	(4)	67	(49)	62	(71)	12	(14)	26	(30)
	< 5	87	39	(31)	8	(6)	53	(42)	68	(65)	12	(11)	20	(19)
2 Fine Motor	9	85	2	(2)	8	(7)	89	(74)	28	(31)	48	(54)	24	(27)
	8	86	1	(1)	5	(4)	93	(68)	29	(33)	36	(41)	36	(41)
	< 8	87	3	(2)	5	(4)	92	(73)	20	(19)	44	(42)	36	(34)
3 Visual Memory	4-6	85	8	(7)	29	(24)	63	(52)	35	(39)	28	(31)	38	(42)
	3	86	15	(11)	18	(13)	67	(49)	17	(20)	37	(43)	45	(52)
	< 3	87	16	(13)	15	(12)	68	(54)	34	(32)	26	(25)	40	(38)
4 Visual Discrimination	18	85	2	(2)	14	(12)	83	(69)	28	(31)	34	(38)	38	(43)
	17	86	5	(4)	14	(10)	81	(59)	23	(27)	41	(47)	36	(41)
	< 17	87	3	(2)	10	(8)	87	(69)	28	(27)	36	(34)	36	(34)
5 Auditory Memory	7-10	85	8	(7)	16	(13)	76	(63)	32	(36)	27	(30)	41	(46)
	6 or 5	86	10	(7)	21	(15)	70	(51)	26	(30)	28	(32)	46	(53)
	< 5	87	8	(6)	19	(15)	73	(58)	35	(33)	32	(30)	34	(32)
6 Auditory Discrimination	9	85	10	(8)	33	(27)	58	(48)	30	(34)	42	(47)	28	(31)
	8	86	16	(12)	26	(19)	58	(42)	34	(39)	30	(35)	36	(41)
	< 8	87	14	(11)	18	(14)	68	(54)	29	(28)	27	(26)	43	(41)
7 Expressive Language	34-40	85	7	(6)	12	(10)	81	(67)	38	(43)	32	(36)	29	(33)
	31-33	86	12	(9)	7	(5)	81	(59)	30	(34)	30	(35)	40	(46)
	< 33	87	6	(5)	14	(11)	80	(63)	46	(44)	20	(19)	34	(32)
8 Receptive Language	17-19	85	13	(11)	6	(5)	81	(67)	38	(43)	21	(23)	41	(46)
	16	86	12	(9)	10	(7)	78	(57)	41	(47)	17	(19)	43	(49)
	< 16	87	11	(9)	5	(4)	84	(66)	56	(53)	15	(14)	29	(28)
10 Grouping	4	85	24	(20)	42	(35)	34	(28)	78	(87)	19	(21)	4	(4)
	3	86	23	(17)	38	(28)	38	(28)	63	(72)	30	(35)	7	(8)
	< 3	87	30	(24)	35	(28)	34	(27)	71	(67)	24	(23)	5	(5)
11 Comparison	*	85	--	--	27	(22)	73	(61)	--	--	60	(67)	40	(45)
	2	86	--	--	26	(19)	74	(54)	--	--	58	(67)	42	(48)
	< 2	87	--	--	22	(17)	78	(62)	--	--	68	(65)	32	(30)
12 Ordering	14-16	85	4	(3)	2	(2)	94	(78)	41	(46)	13	(14)	46	(52)
	13	86	0	(0)	5	(4)	95	(69)	32	(37)	6	(7)	62	(71)
	< 13	87	5	(4)	1	(1)	94	(74)	24	(23)	20	(19)	56	(53)
14 Story Comprehension	11-13	85	11	(9)	10	(8)	80	(66)	35	(39)	20	(22)	46	(51)
	10	86	7	(5)	12	(9)	81	(59)	30	(35)	17	(19)	53	(61)
	< 10	87	11	(9)	11	(9)	77	(61)	36	(34)	17	(16)	47	(45)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

SANDERS-CLYDE ELEMENTARY

			Kindergarten						Grade 1					
	Ready Borderln		Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.	Not Ready	Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	53	(42)	25	(20)	22	(17)	69	(60)	15	(13)	16	(14)
	5	86	23	(14)	18	(11)	60	(37)	74	(76)	15	(15)	12	(12)
	< 5	87	30	(21)	24	(17)	46	(33)	65	(56)	10	(9)	24	(21)
2 Fine Motor	9	85	1	(1)	5	(4)	94	(74)	29	(25)	38	(33)	33	(29)
	8	86	0	(0)	2	(1)	98	(61)	31	(32)	28	(29)	41	(42)
	< 8	87	0	(0)	6	(4)	94	(67)	16	(14)	33	(28)	51	(44)
3 Visual Memory	4-6	85	23	(18)	29	(23)	48	(38)	41	(36)	26	(23)	32	(28)
	3	86	11	(7)	21	(13)	68	(42)	38	(39)	29	(30)	33	(34)
	< 3	87	25	(18)	21	(15)	54	(38)	34	(29)	27	(23)	40	(34)
4 Visual Discrimination	18	85	4	(3)	11	(9)	85	(67)	30	(26)	31	(27)	39	(34)
	17	86	2	(1)	6	(4)	92	(57)	27	(28)	39	(40)	34	(35)
	< 17	87	3	(2)	14	(10)	83	(59)	21	(18)	26	(22)	53	(46)
5 Auditory Memory	7-10	85	16	(13)	22	(17)	62	(49)	52	(45)	26	(23)	22	(19)
	6 or 5	86	5	(3)	21	(13)	74	(46)	49	(50)	29	(30)	22	(23)
	< 5	87	13	(9)	11	(8)	76	(54)	33	(28)	26	(22)	42	(36)
6 Auditory Discrimination	9	85	11	(9)	25	(20)	63	(50)	23	(20)	44	(38)	33	(29)
	8	86	6	(4)	19	(12)	74	(46)	50	(51)	26	(27)	24	(25)
	< 8	87	14	(10)	7	(5)	79	(56)	20	(17)	33	(28)	48	(41)
7 Expressive Language	34-40	85	11	(9)	9	(7)	80	(63)	30	(26)	26	(23)	44	(38)
	31-33	86	5	(3)	8	(5)	87	(54)	41	(42)	25	(26)	34	(35)
	< 33	87	8	(6)	6	(4)	86	(61)	26	(22)	29	(25)	45	(39)
8 Receptive Language	17-19	85	15	(12)	19	(15)	66	(52)	63	(55)	13	(11)	24	(21)
	16	86	13	(8)	5	(3)	82	(51)	59	(61)	14	(14)	27	(28)
	< 16	87	11	(8)	8	(6)	80	(57)	47	(40)	13	(11)	41	(35)
10 Grouping	4	85	20	(16)	39	(31)	41	(32)	66	(57)	28	(24)	7	(6)
	3	86	18	(11)	44	(27)	39	(24)	64	(66)	26	(27)	10	(10)
	< 3	87	25	(18)	30	(21)	45	(32)	56	(48)	33	(28)	12	(10)
11 Comparison	*	85	--	--	24	(19)	76	(60)	--	--	66	(57)	34	(30)
	2	86	--	--	15	(9)	85	(53)	--	--	62	(64)	38	(39)
	< 2	87	--	--	31	(22)	69	(49)	--	--	63	(54)	37	(32)
12 Ordering	14-16	85	8	(6)	1	(1)	91	(72)	51	(44)	11	(10)	38	(33)
	13	86	5	(3)	5	(3)	90	(56)	43	(44)	16	(16)	42	(43)
	< 13	87	4	(3)	6	(4)	90	(64)	28	(24)	9	(8)	63	(54)
14 Story Comprehension	11-13	85	15	(12)	10	(8)	75	(59)	44	(38)	8	(7)	48	(42)
	10	86	15	(9)	6	(4)	79	(49)	50	(51)	16	(16)	35	(36)
	< 10	87	11	(8)	4	(3)	85	(60)	34	(29)	15	(13)	51	(44)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

JAMES SIMONS ELEMENTARY

			Kindergarten						Grade 1					
			Ready		Borderline		Not Ready		Ready		Borderline		Not Ready	
Obj.	Ready Borderln Not Ready	Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	48	(51)	8	(9)	43	(46)	68	(122)	7	(13)	25	(45)
	5	86	42	(50)	14	(16)	44	(52)	68	(110)	13	(21)	19	(31)
	< 5	87	46	(53)	10	(12)	44	(51)	66	(116)	17	(29)	17	(30)
2 Fine Motor	9	85	6	(6)	7	(7)	88	(93)	34	(62)	34	(61)	32	(57)
	8	86	7	(8)	16	(19)	77	(91)	28	(45)	42	(68)	30	(49)
	< 8	87	3	(4)	16	(19)	80	(93)	35	(62)	35	(61)	30	(52)
3 Visual Memory	4-6	85	53	(56)	25	(26)	23	(24)	36	(65)	26	(46)	38	(69)
	3	86	56	(66)	30	(35)	14	(17)	35	(56)	33	(54)	32	(52)
	< 3	87	40	(46)	28	(33)	32	(37)	37	(65)	28	(49)	35	(61)
4 Visual Discrimination	18	85	8	(8)	12	(13)	80	(85)	27	(48)	34	(62)	39	(70)
	17	86	13	(15)	14	(17)	73	(86)	30	(49)	31	(50)	39	(63)
	< 17	87	2	(2)	15	(17)	84	(97)	28	(49)	33	(57)	39	(69)
5 Auditory Memory	7-10	85	10	(11)	30	(32)	59	(63)	41	(73)	30	(54)	29	(53)
	6 or 5	86	23	(27)	25	(30)	52	(61)	43	(70)	31	(51)	25	(41)
	< 5	87	11	(13)	29	(34)	59	(69)	44	(77)	31	(55)	25	(43)
6 Auditory Discrimination	9	85	8	(9)	28	(30)	63	(67)	27	(49)	34	(62)	38	(69)
	8	86	14	(16)	19	(23)	67	(79)	21	(34)	36	(59)	43	(69)
	< 8	87	7	(8)	24	(28)	69	(80)	29	(50)	31	(55)	40	(70)
7 Expressive Language	34-40	85	7	(7)	9	(10)	84	(89)	34	(62)	19	(35)	46	(83)
	31-33	86	7	(8)	8	(10)	85	(100)	32	(52)	22	(35)	46	(75)
	< 33	87	2	(2)	8	(9)	91	(105)	33	(57)	26	(45)	42	(73)
8 Receptive Language	17-19	85	18	(19)	11	(12)	71	(75)	49	(89)	15	(27)	36	(64)
	16	86	27	(32)	12	(14)	61	(72)	48	(77)	17	(28)	35	(57)
	< 16	87	18	(21)	11	(13)	71	(82)	56	(98)	16	(28)	28	(49)
10 Grouping	4	85	18	(19)	40	(42)	42	(45)	68	(123)	24	(44)	7	(13)
	3	86	31	(36)	41	(48)	29	(34)	67	(108)	29	(47)	4	(7)
	< 3	87	28	(32)	41	(47)	32	(37)	68	(119)	23	(41)	9	(15)
11 Comparison	*	85	--	--	18	(19)	82	(87)	--	--	64	(116)	36	(64)
	2	86	--	--	28	(33)	72	(85)	--	--	60	(98)	40	(64)
	< 2	87	--	--	34	(40)	66	(76)	--	--	70	(122)	30	(53)
12 Ordering	14-16	85	8	(8)	4	(4)	89	(94)	29	(52)	18	(32)	53	(96)
	13	86	6	(7)	3	(3)	92	(108)	32	(52)	15	(24)	53	(86)
	< 13	87	3	(3)	2	(2)	96	(111)	38	(67)	13	(23)	49	(85)
14 Story Comprehension	11-13	85	12	(13)	11	(12)	76	(81)	37	(67)	16	(29)	47	(84)
	10	86	22	(26)	16	(19)	62	(73)	43	(70)	18	(29)	39	(63)
	< 10	87	19	(22)	21	(24)	60	(70)	37	(64)	19	(34)	44	(77)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

SPRINGFIELD ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten Ready %	(N)	Kindergarten Border-line %	(N)	Kindergarten Not Ready %	(N)	Grade 1 Ready %	(N)	Grade 1 Border-line %	(N)	Grade 1 Not Ready %	(N)
1 Gross Motor	6	85	43	(42)	11	(11)	45	(44)	63	(87)	12	(17)	25	(34)
	5	86	52	(56)	11	(12)	37	(40)	70	(102)	8	(12)	22	(32)
	< 5	87	43	(45)	20	(21)	37	(38)	74	(114)	12	(18)	15	(23)
2 Fine Motor	9	85	13	(13)	19	(18)	68	(66)	57	(79)	28	(38)	15	(21)
	8	86	12	(13)	20	(22)	68	(73)	52	(76)	28	(41)	20	(29)
	< 8	87	20	(21)	23	(24)	57	(59)	57	(89)	30	(46)	13	(20)
3 Visual Memory	4-6	85	40	(39)	21	(20)	39	(38)	21	(29)	27	(37)	52	(72)
	3	86	23	(25)	36	(39)	41	(44)	30	(44)	37	(54)	33	(48)
	< 3	87	24	(25)	32	(33)	44	(46)	39	(60)	28	(44)	33	(51)
4 Visual Discrimination	18	85	19	(18)	28	(27)	54	(52)	46	(64)	25	(35)	28	(39)
	17	86	11	(12)	29	(31)	60	(65)	45	(66)	38	(55)	17	(25)
	< 17	87	11	(11)	35	(36)	55	(57)	39	(61)	43	(66)	18	(28)
5 Auditory Memory	7-10	85	24	(23)	32	(31)	44	(43)	59	(81)	22	(31)	19	(26)
	6 or 5	86	20	(22)	30	(32)	50	(54)	69	(101)	16	(23)	15	(22)
	< 5	87	30	(31)	30	(31)	40	(42)	64	(99)	17	(26)	19	(30)
6 Auditory Discrimination	9	85	39	(38)	21	(20)	40	(39)	54	(75)	28	(39)	17	(24)
	8	86	41	(44)	24	(26)	35	(38)	58	(84)	25	(36)	18	(26)
	< 8	87	45	(47)	29	(30)	26	(27)	49	(76)	25	(38)	26	(41)
7 Expressive Language	34-40	85	33	(32)	24	(23)	43	(42)	57	(79)	18	(25)	25	(34)
	31-33	86	42	(45)	17	(18)	42	(45)	68	(100)	14	(20)	18	(26)
	< 33	87	34	(35)	17	(18)	49	(51)	66	(102)	13	(20)	21	(33)
8 Receptive Language	17-19	85	36	(35)	13	(13)	51	(49)	62	(85)	17	(23)	22	(30)
	16	86	32	(35)	13	(14)	55	(59)	75	(109)	10	(14)	16	(23)
	< 16	87	34	(35)	20	(21)	46	(48)	72	(112)	9	(14)	19	(29)
10 Grouping	4	85	54	(52)	38	(37)	8	(8)	80	(110)	17	(24)	3	(4
	3	86	50	(54)	37	(40)	13	(14)	79	(116)	17	(25)	3	(5)
	< 3	87	57	(59)	37	(38)	7	(7)	74	(115)	20	(31)	6	(9
11 Comparison	*	85	--	--	55	(53)	45	(44)	--	--	75	(104)	25	(34)
	2	86	--	--	44	(48)	56	(60)	--	--	75	(110)	25	(36
	< 2	87	--	--	55	(57)	45	(47)	--	--	71	(110)	29	(45
12 Ordering	14-16	85	23	(22)	10	(10)	67	(65)	51	(71)	12	(17)	36	(50)
	13	86	19	(21)	16	(17)	65	(70)	61	(89)	16	(24)	23	(33
	< 13	87	19	(20)	12	(12)	69	(72)	54	(84)	14	(22)	32	(49
14 Story Comprehension	11-13	85	44	(43)	18	(17)	38	(37)	66	(91)	13	(18)	21	(29
	10	86	45	(49)	17	(18)	38	(41)	64	(94)	16	(23)	20	(29
	< 10	87	45	(47)	16	(17)	38	(40)	61	(95)	19	(30)	19	(30)

Percentage of Kindergarten and First Grade Students
Scoring Ready, Borderline, Not Ready
On Each S.C. Kindergarten Objective Tested by the CSAB,
Fall 1985 - Fall 1987

ST. ANDREWS ELEMENTARY

			Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.	Ready Borderln Not Ready	Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	28	(17)	12	(7)	60	(36)	64	(52)	11	(9)	25	(20)
	5	86	38	(25)	5	(3)	58	(38)	70	(71)	8	(8)	22	(22)
	< 5	87	54	(45)	5	(4)	42	(35)	78	(75)	9	(9)	13	(12)
2 Fine Motor	9	85	8	(5)	8	(5)	83	(50)	37	(30)	49	(40)	14	(11)
	8	86	8	(5)	21	(14)	71	(47)	43	(43)	39	(39)	19	(19)
	< 8	87	0	(0)	10	(8)	90	(76)	59	(57)	31	(30)	9	(9)
3 Visual Memory	4-6	85	17	(10)	25	(15)	58	(35)	46	(37)	30	(24)	25	(20)
	3	86	21	(14)	35	(23)	44	(29)	38	(38)	32	(32)	31	(31)
	< 3	87	39	(33)	15	(13)	45	(38)	38	(36)	28	(27)	34	(33)
4 Visual Discri-mination	18	85	8	(5)	28	(17)	63	(38)	36	(29)	35	(28)	30	(24)
	17	86	15	(10)	29	(19)	56	(37)	45	(45)	29	(29)	27	(27)
	< 17	87	14	(12)	17	(14)	69	(58)	45	(43)	35	(34)	20	(19)
5 Auditory Memory	7-10	85	17	(10)	23	(14)	60	(36)	70	(57)	14	(11)	16	(13)
	6 or 5	86	23	(15)	27	(18)	50	(33)	57	(58)	27	(27)	16	(16)
	< 5	87	11	(9)	21	(18)	68	(57)	70	(67)	17	(16)	14	(13)
6 Auditory Discri-mination	9	85	17	(10)	37	(22)	47	(28)	47	(38)	35	(28)	19	(15)
	8	86	39	(26)	24	(16)	36	(24)	54	(55)	29	(29)	17	(17)
	< 8	87	18	(15)	21	(18)	61	(51)	51	(49)	27	(26)	22	(21)
7 Express-ive Language	34-40	85	13	(8)	10	(6)	77	(46)	46	(37)	27	(22)	27	(22)
	31-33	86	12	(8)	27	(18)	61	(40)	53	(54)	25	(25)	22	(22)
	< 33	87	8	(7)	20	(17)	71	(60)	60	(58)	22	(21)	18	(17)
8 Recep-tive Language	17-19	85	20	(12)	15	(9)	65	(39)	68	(55)	17	(14)	15	(12)
	16	86	26	(17)	12	(8)	62	(41)	70	(71)	9	(9)	21	(21)
	< 16	87	25	(21)	8	(7)	67	(56)	79	(76)	11	(11)	9	(9)
10 Grouping	4	85	28	(17)	55	(33)	17	(10)	77	(62)	19	(15)	5	(4)
	3	86	41	(27)	53	(35)	6	(4)	76	(77)	23	(23)	1	(1)
	< 3	87	35	(29)	45	(38)	20	(17)	74	(71)	20	(19)	6	(6)
11 Compari-son	*	85	--	--	25	(15)	75	(45)	--	--	65	(53)	35	(28)
	2	86	--	--	32	(21)	68	(45)	--	--	69	(70)	31	(31)
	< 2	87	--	--	38	(32)	62	(52)	--	--	63	(60)	38	(36)
12 Ordering	14-16	85	10	(6)	15	(9)	75	(45)	38	(31)	12	(10)	49	(40)
	13	86	17	(11)	11	(7)	73	(48)	38	(38)	18	(18)	45	(45)
	< 13	87	10	(8)	11	(9)	80	(67)	48	(46)	19	(18)	33	(32)
14 Story Compre-hension	11-13	85	20	(12)	13	(8)	67	(40)	51	(41)	14	(11)	36	(29)
	10	86	27	(18)	14	(9)	59	(39)	40	(40)	18	(18)	43	(43)
	< 10	87	10	(8)	20	(17)	70	(59)	61	(59)	22	(21)	17	(16)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

ST. JAMES-SANTEE ELEMENTARY

			Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.	Ready Borderln Not Ready	Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	56	(45)	7	(6)	37	(30)	70	(70)	14	(14)	16	(16)
	5	86	42	(29)	12	(8)	46	(32)	60	(64)	17	(18)	23	(25)
	< 5	87	34	(30)	10	(9)	55	(48)	67	(63)	14	(13)	19	(18)
2 Fine Motor	9	85	5	(4)	15	(12)	80	(65)	25	(25)	41	(41)	34	(34)
	8	86	6	(4)	22	(15)	72	(50)	25	(27)	44	(47)	31	(33)
	< 8	87	3	(3)	8	(7)	89	(77)	40	(38)	33	(31)	27	(25)
3 Visual Memory	4-6	85	12	(10)	16	(13)	72	(58)	13	(13)	26	(26)	61	(61)
	3	86	19	(13)	20	(14)	61	(42)	21	(22)	34	(36)	46	(49)
	< 3	87	17	(15)	28	(24)	55	(48)	16	(15)	33	(31)	51	(48)
4 Visual Discrimination	18	85	6	(5)	19	(15)	75	(61)	39	(39)	26	(26)	35	(35)
	17	86	13	(9)	14	(10)	72	(50)	30	(32)	33	(35)	37	(40)
	< 17	87	8	(7)	14	(12)	78	(68)	26	(24)	32	(30)	43	(40)
5 Auditory Memory	7-10	85	5	(4)	27	(22)	68	(55)	28	(28)	26	(26)	46	(46)
	6 or 5	86	12	(8)	13	(9)	75	(52)	31	(33)	26	(28)	43	(46)
	< 5	87	11	(10)	23	(20)	66	(57)	21	(20)	35	(33)	44	(41)
6 Auditory Discrimination	9	85	9	(7)	25	(20)	67	(54)	16	(16)	36	(36)	48	(48)
	8	86	10	(7)	26	(18)	64	(44)	27	(29)	33	(35)	40	(43)
	< 8	87	8	(7)	22	(19)	70	(61)	24	(23)	34	(32)	41	(39)
7 Expressive Language	34-40	85	19	(15)	10	(8)	72	(58)	29	(29)	27	(27)	44	(44)
	31-33	86	6	(4)	12	(8)	83	(57)	38	(41)	25	(27)	36	(39)
	< 33	87	9	(8)	8	(7)	83	(72)	31	(29)	18	(17)	51	(48)
8 Receptive Language	17-19	85	11	(9)	9	(7)	80	(65)	42	(42)	21	(21)	37	(37)
	16	86	23	(16)	14	(10)	62	(43)	42	(45)	18	(19)	40	(43)
	< 16	87	10	(9)	14	(12)	76	(66)	33	(31)	26	(24)	41	(39)
10 Grouping	4	85	35	(28)	47	(38)	19	(15)	71	(71)	20	(20)	9	(9)
	3	86	51	(35)	36	(25)	13	(9)	72	(77)	22	(24)	6	(6)
	< 3	87	39	(34)	39	(34)	22	(19)	56	(53)	34	(32)	10	(9)
11 Comparison	*	85	--	--	37	(30)	63	(51)	--	--	65	(65)	35	(35)
	2	86	--	--	51	(35)	49	(34)	--	--	70	(75)	30	(32)
	< 2	87	--	--	49	(43)	51	(44)	--	--	48	(45)	52	(49)
12 Ordering	14-16	85	9	(7)	1	(1)	90	(73)	27	(27)	16	(16)	57	(57)
	13	86	4	(3)	6	(4)	90	(62)	21	(22)	13	(14)	66	(71)
	< 13	87	3	(3)	2	(2)	94	(82)	29	(27)	14	(13)	57	(54
14 Story Comprehension	11-13	85	20	(16)	15	(12)	65	(53)	37	(37)	14	(14)	49	(49)
	10	86	13	(9)	9	(6)	78	(54)	36	(38)	22	(24)	42	(45
	< 10	87	21	(18)	7	(6)	72	(63)	35	(33)	18	(17)	47	(44

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

STILES POINT ELEMENTARY

			Kindergarten						Grade 1					
	Ready Borderln		Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.	Not Ready	Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	55	(33)	30	(18)	15	(9)	63	(79)	15	(19)	22	(28)
	5	86	41	(26)	17	(11)	42	(27)	56	(69)	23	(28)	21	(26)
	< 5	87	50	(34)	15	(10)	35	(24)	59	(65)	20	(22)	22	(24)
2 Fine Motor	9	85	15	(9)	35	(21)	50	(30)	37	(47)	33	(42)	29	(37)
	8	86	8	(5)	16	(10)	77	(49)	37	(46)	37	(46)	25	(31)
	< 8	87	10	(7)	22	(15)	68	(46)	30	(33)	34	(38)	36	(40)
3 Visual Memory	4-6	85	20	(12)	18	(11)	62	(37)	18	(23)	32	(40)	50	(63)
	3	86	5	(3)	16	(10)	80	(51)	17	(21)	28	(34)	55	(68)
	< 3	87	18	(12)	37	(25)	46	(31)	14	(16)	35	(39)	50	(56)
4 Visual Discrimination	18	85	13	(8)	27	(16)	60	(36)	44	(56)	26	(33)	29	(37)
	17	86	11	(7)	27	(17)	63	(40)	37	(46)	37	(46)	25	(31)
	< 17	87	13	(9)	29	(20)	57	(39)	36	(40)	35	(39)	29	(32)
5 Auditory Memory	7-10	85	10	(6)	32	(19)	58	(35)	50	(63)	18	(23)	32	(40)
	6 or 5	86	16	(10)	17	(11)	67	(43)	59	(73)	25	(31)	15	(19)
	< 5	87	18	(12)	21	(14)	62	(42)	56	(62)	23	(26)	21	(23)
6 Auditory Discrimination	9	85	25	(15)	32	(19)	43	(26)	45	(57)	31	(39)	24	(30)
	8	86	9	(6)	33	(21)	58	(37)	37	(46)	34	(42)	28	(35)
	< 8	87	22	(15)	31	(21)	47	(32)	31	(34)	28	(31)	41	(46)
7 Expressive Language	34-40	85	10	(6)	22	(13)	68	(41)	51	(64)	26	(33)	23	(29)
	31-33	86	22	(14)	16	(10)	63	(40)	56	(69)	20	(25)	24	(29)
	< 33	87	35	(24)	13	(9)	51	(35)	40	(44)	29	(32)	32	(35)
8 Receptive Language	17-19	85	23	(14)	12	(7)	65	(39)	51	(64)	15	(19)	34	(43)
	16	86	22	(14)	9	(6)	69	(44)	64	(79)	11	(13)	25	(31)
	< 16	87	24	(16)	15	(10)	62	(42)	59	(66)	18	(20)	23	(25)
10 Grouping	4	85	38	(23)	42	(25)	20	(12)	76	(96)	17	(22)	6	(8)
	3	86	41	(26)	36	(23)	23	(15)	71	(87)	25	(31)	4	(5)
	< 3	87	43	(29)	29	(20)	28	(19)	58	(64)	36	(40)	6	(7)
11 Comparison	*	85	--	--	42	(25)	58	(35)	--	--	74	(93)	26	(33)
	2	86	--	--	31	(20)	69	(44)	--	--	62	(76)	38	(47)
	< 2	87	--	--	44	(30)	56	(38)	--	--	47	(52)	53	(59)
12 Ordering	14-16	85	12	(7)	18	(11)	70	(42)	41	(52)	17	(21)	42	(53)
	13	86	3	(2)	5	(3)	92	(59)	42	(52)	15	(19)	42	(52)
	< 13	87	6	(4)	7	(5)	87	(59)	47	(52)	10	(11)	43	(48)
14 Story Comprehension	11-13	85	22	(13)	13	(8)	65	(39)	58	(73)	14	(18)	28	(35)
	10	86	28	(18)	16	(10)	56	(36)	53	(65)	20	(24)	28	(34)
	< 10	87	31	(21)	19	(13)	50	(34)	45	(50)	16	(18)	39	(43)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

STONO PARK ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready %	(N)	Border-line %	(N)	Not Ready %	(N)	Ready %	(N)	Border-line %	(N)	Not Ready %	(N)
1 Gross Motor	6	85	45	(30)	12	(8)	43	(29)	63	(58)	17	(16)	20	(18)
	5	86	17	(10)	9	(5)	74	(43)	55	(56)	21	(21)	25	(25)
	< 5	87	31	(15)	2	(1)	67	(33)	58	(49)	14	(12)	28	(24)
2 Fine Motor	9	85	4	(3)	18	(12)	78	(52)	36	(33)	34	(31)	30	(28)
	8	86	2	(1)	7	(4)	91	(53)	36	(37)	39	(40)	25	(25)
	< 8	87	0	(0)	4	(2)	96	(47)	48	(41)	29	(25)	22	(19)
3 Visual Memory	4-6	85	27	(18)	28	(19)	45	(30)	18	(17)	29	(27)	52	(48)
	3	86	12	(7)	31	(18)	57	(33)	20	(20)	30	(31)	50	(51)
	< 3	87	14	(7)	14	(7)	71	(35)	22	(19)	33	(28)	45	(38)
4 Visual Discrimination	18	85	12	(8)	27	(18)	61	(41)	34	(31)	49	(45)	17	(16)
	17	86	9	(5)	21	(12)	71	(41)	28	(29)	40	(41)	31	(32)
	< 17	87	4	(2)	14	(7)	82	(40)	51	(43)	34	(29)	15	(13)
5 Auditory Memory	7-10	85	16	(11)	21	(14)	63	(42)	50	(46)	27	(25)	23	(21)
	6 or 5	86	7	(4)	29	(17)	64	(37)	42	(43)	29	(30)	28	(29)
	< 5	87	16	(8)	12	(6)	71	(35)	48	(41)	31	(26)	21	(18)
6 Auditory Discrimination	9	85	21	(14)	30	(20)	49	(33)	43	(40)	41	(38)	15	(14)
	8	86	14	(8)	21	(12)	66	(38)	42	(43)	32	(33)	25	(26)
	< 8	87	10	(5)	18	(9)	71	(35)	40	(34)	38	(32)	22	(19)
7 Expressive Language	34-40	85	21	(14)	24	(16)	55	(37)	52	(48)	20	(18)	28	(26)
	31-33	86	10	(6)	12	(7)	78	(45)	45	(46)	26	(27)	28	(29)
	< 33	87	6	(3)	10	(5)	84	(41)	55	(47)	13	(11)	32	(27)
8 Receptive Language	17-19	85	25	(17)	6	(4)	69	(46)	70	(64)	10	(9)	21	(19)
	16	86	16	(9)	19	(11)	66	(38)	54	(55)	17	(17)	29	(30)
	< 16	87	12	(6)	12	(6)	76	(37)	69	(59)	12	(10)	19	(16)
10 Grouping	4	85	39	(26)	43	(29)	18	(12)	80	(74)	12	(11)	8	(7)
	3	86	48	(28)	33	(19)	19	(11)	74	(75)	24	(24)	3	(3)
	< 3	87	35	(17)	29	(14)	37	(18)	74	(63)	25	(21)	1	(1)
11 Comparison	*	85	--	--	39	(26)	61	(41)	--	--	75	(69)	25	(23)
	2	86	--	--	36	(21)	64	(37)	--	--	68	(69)	32	(33)
	< 2	87	--	--	24	(12)	76	(37)	--	--	66	(56)	34	(29)
12 Ordering	14-16	85	6	(4)	12	(8)	82	(55)	40	(37)	11	(10)	49	(45)
	13	86	3	(2)	7	(4)	90	(52)	33	(34)	13	(13)	54	(55)
	< 13	87	0	(0)	4	(2)	96	(47)	44	(37)	13	(11)	44	(37)
14 Story Comprehension	11-13	85	31	(21)	12	(8)	57	(38)	55	(51)	12	(11)	33	(30)
	10	86	12	(7)	16	(9)	72	(42)	45	(46)	16	(16)	39	(40)
	< 10	87	8	(4)	10	(5)	82	(40)	53	(45)	18	(15)	29	(25)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

SULLIVAN'S ISLAND ELEMENTARY

			Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
Obj.	Ready Borderln Not Ready	Yr	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	40	(22)	4	(2)	56	(31)	60	(41)	10	(7)	29	(20)
	5	86	36	(20)	0	(0)	64	(35)	63	(40)	8	(5)	29	(18)
	< 5	87	50	(28)	4	(2)	46	(26)	63	(51)	11	(9)	26	(21)
2 Fine Motor	9	85	13	(7)	25	(14)	62	(34)	51	(35)	34	(23)	15	(10)
	8	86	9	(5)	15	(8)	76	(42)	56	(35)	30	(19)	14	(9)
	< 8	87	18	(10)	18	(10)	64	(36)	60	(49)	36	(29)	4	(3)
3 Visual Memory	4-6	85	5	(3)	20	(11)	75	(41)	40	(27)	22	(15)	38	(26)
	3	86	4	(2)	25	(14)	71	(39)	22	(14)	38	(24)	40	(25)
	< 3	87	9	(5)	23	(13)	68	(38)	27	(22)	30	(24)	43	(35)
4 Visual Discrimination	18	85	16	(9)	38	(21)	45	(25)	54	(37)	28	(19)	18	(12)
	17	86	18	(10)	44	(24)	38	(21)	44	(28)	48	(30)	8	(5)
	< 17	87	13	(7)	45	(25)	43	(24)	57	(46)	31	(25)	12	(10)
5 Auditory Memory	7-10	85	25	(14)	35	(19)	40	(22)	53	(36)	25	(17)	22	(15)
	6 or 5	86	25	(14)	35	(19)	40	(22)	73	(46)	21	(13)	6	(4)
	< 5	87	32	(18)	36	(20)	32	(18)	63	(51)	23	(19)	14	(11)
6 Auditory Discrimination	9	85	40	(22)	29	(16)	31	(17)	85	(58)	15	(10)	0	(0)
	8	86	35	(19)	38	(21)	27	(15)	73	(46)	24	(15)	3	(2)
	< 8	87	32	(18)	27	(15)	41	(23)	74	(60)	21	(17)	5	(4)
7 Express-ive Language	34-40	85	40	(22)	15	(8)	45	(25)	76	(52)	13	(9)	10	(7)
	31-33	86	42	(23)	29	(16)	29	(16)	78	(49)	8	(5)	14	(9)
	< 33	87	29	(16)	30	(17)	41	(23)	77	(62)	14	(11)	10	(8)
8 Receptive Language	17-19	85	36	(20)	11	(6)	53	(29)	63	(43)	13	(9)	24	(16)
	16	86	36	(20)	24	(13)	40	(22)	84	(53)	5	(3)	11	(7)
	< 16	87	39	(22)	7	(4)	54	(30)	80	(65)	9	(7)	11	(9)
10 Grouping	4	85	67	(37)	27	(15)	5	(3)	90	(61)	9	(6)	1	(1)
	3	86	64	(35)	31	(17)	5	(3)	95	(60)	3	(2)	2	(1)
	< 3	87	66	(37)	34	(19)	0	(0)	96	(78)	4	(3)	0	(0)
11 Comparison	*	85	--	--	60	(33)	40	(22)	--	--	87	(59)	13	(9)
	2	86	--	--	53	(29)	47	(26)	--	--	90	(57)	10	(6)
	< 2	87	--	--	50	(28)	50	(28)	--	--	94	(76)	6	(5)
12 Ordering	14-16	85	15	(8)	11	(6)	75	(41)	57	(39)	18	(12)	25	(17)
	13	86	18	(10)	15	(8)	67	(37)	57	(36)	19	(12)	24	(15)
	< 13	87	23	(13)	16	(9)	61	(34)	52	(42)	23	(19)	25	(20)
14 Story Comprehension	11-13	85	27	(15)	13	(7)	60	(33)	69	(47)	7	(5)	24	(16)
	10	86	16	(9)	13	(7)	71	(39)	63	(40)	17	(11)	19	(12)
	< 10	87	21	(12)	21	(12)	57	(32)	65	(53)	22	(18)	12	(10)

Percentage of Kindergarten and First Grade Students Scoring Ready, Borderline, Not Ready On Each S.C. Kindergarten Objective Tested by the CSAB, Fall 1985 - Fall 1987

WHITESIDES ELEMENTARY

Obj.	Ready Borderln Not Ready	Yr	Kindergarten						Grade 1					
			Ready		Border-line		Not Ready		Ready		Border-line		Not Ready	
			%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1 Gross Motor	6	85	15	(9)	18	(11)	68	(42)	60	(63)	21	(22)	19	(20)
	5	86	29	(20)	6	(4)	65	(45)	56	(55)	24	(24)	20	(20)
	< 5	87	38	(28)	14	(10)	48	(35)	49	(55)	23	(26)	28	(32)
2 Fine Motor	9	85	6	(4)	10	(6)	84	(52)	35	(37)	41	(43)	24	(25)
	8	86	9	(6)	19	(13)	72	(50)	31	(31)	39	(39)	29	(29)
	< 8	87	5	(4)	14	(10)	81	(59)	40	(45)	33	(37)	27	(31)
3 Visual Memory	4-6	85	23	(14)	29	(18)	48	(30)	35	(37)	24	(25)	41	(43)
	3	86	28	(19)	33	(23)	39	(27)	37	(37)	21	(21)	41	(41)
	< 3	87	18	(13)	36	(26)	47	(34)	35	(39)	25	(28)	41	(46)
4 Visual Discri-mination	18	85	13	(8)	21	(13)	66	(41)	32	(34)	43	(45)	25	(26)
	17	86	14	(10)	19	(13)	67	(46)	40	(40)	35	(35)	24	(24)
	< 17	87	19	(14)	21	(15)	60	(44)	39	(44)	40	(45)	21	(24)
5 Auditory Memory	7-10	85	15	(9)	15	(9)	71	(44)	55	(58)	23	(24)	22	(23)
	6 or 5	86	20	(14)	28	(19)	52	(36)	45	(45)	27	(27)	27	(27)
	< 5	87	22	(16)	22	(16)	56	(41)	63	(71)	19	(22)	18	(20)
6 Auditory Discri-mination	9	85	18	(11)	26	(16)	56	(35)	48	(50)	30	(32)	22	(23)
	8	86	23	(16)	28	(19)	49	(34)	48	(48)	29	(29)	22	(22)
	< 8	87	22	(16)	36	(26)	42	(31)	58	(65)	21	(24)	21	(24)
7 Express-ive Language	34-40	85	19	(12)	24	(15)	56	(35)	59	(62)	22	(23)	19	(20)
	31-33	86	32	(22)	26	(18)	42	(29)	47	(47)	25	(25)	27	(27)
	< 33	87	18	(13)	21	(15)	62	(45)	59	(67)	22	(25)	19	(21)
8 Recep-tive Language	17-19	85	23	(14)	8	(5)	69	(43)	59	(62)	17	(18)	24	(25)
	16	86	20	(14)	17	(12)	62	(43)	53	(52)	19	(19)	28	(28)
	< 16	87	21	(15)	10	(7)	70	(51)	65	(74)	15	(17)	19	(22)
10 Grouping	4	85	48	(30)	44	(27)	8	(5)	78	(82)	19	(20)	3	(3)
	3	86	59	(41)	29	(20)	12	(8)	84	(83)	15	(15)	1	(1)
	< 3	87	45	(33)	44	(32)	11	(8)	78	(88)	19	(22)	3	(3)
11 Compari-son	*	85	--	--	48	(30)	52	(32)	--	--	68	(71)	32	(34)
	2	86	--	--	49	(34)	51	(35)	--	--	74	(73)	26	(26)
	< 2	87	--	--	45	(33)	55	(40)	--	--	67	(76)	33	(37)
12 Ordering	14-16	85	6	(4)	5	(3)	89	(55)	35	(37)	21	(22)	44	(46)
	13	86	10	(7)	14	(10)	75	(52)	37	(37)	12	(12)	51	(50)
	< 13	87	16	(12)	12	(9)	71	(52)	39	(44)	19	(22)	42	(47)
14 Story Compre-hension	11-13	85	23	(14)	8	(5)	69	(43)	61	(64)	14	(15)	25	(26)
	10	86	32	(22)	12	(8)	57	(39)	42	(42)	21	(21)	36	(36)
	< 10	87	30	(22)	10	(7)	60	(44)	51	(58)	24	(27)	25	(28)